

**CERTIFICATION STANDARDS & PRACTICES
ADVISORY COUNCIL MEETING**

WEDNESDAY & THURSDAY, OCTOBER 10-11, 2007

*Dell Brown Room
Turner Hall
University of Montana
32 Campus Drive
Missoula, Montana 59801*

Wednesday, October 10 – Starting at 12:00

JOINT LUNCH with CSPAC and DEANS – Provided by University of Montana Food Services

JOINT COUNCIL OF DEANS/CSPAC MEETING – Starting at 1:15

- | | |
|--------|--|
| ITEM 1 | CSPAC UPDATE – Dr. Douglas Reisig |
| ITEM 2 | COUNCIL OF DEANS UPDATE – Dr. Larry Baker/Dr. Lynett Zuroff |
| ITEM 3 | CHAPTER 57 UPDATE – Ms. Kim Warrick, OPI |
| ITEM 4 | NATIONAL COUNCIL FOR TEACHER QUALITY SURVEY – Dr. Linda Peterson |
| ITEM 5 | AACTE ACCREDITATION FORUM – Mr. Pete Donovan |
| ITEM 6 | HIGHLY QUALIFIED TEACHER ISSUES
ESEA REAUTHORIZATION - Mr. Erik Burke |
| ITEM 7 | OTHER ITEMS |

A reception will be held for CSPAC and the Council of Deans at Shadow's Keep Restaurant beginning at 6 pm - courtesy of the University of Montana School of Education

Office of the President



Serving Learners

September 4, 2007

Welcome to Participants in AACTE's Forum!

Thank you for agreeing to participate in AACTE's upcoming *Forum on the Context for Accreditation: Ensuring Students' Access to Highly Qualified Teachers*. The purpose of this gathering is to build a common agenda across constituent organizations and to help AACTE leaders understand how best to work with your organizations on accountability strategies that support high quality teaching and learning in PK-12 classrooms. We hope to initiate continuing dialogue with members of the profession on highly qualified teacher preparation and its impact on student learning in a way that strengthens our leverage individually and collectively.

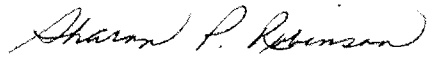
Much of our past discussion on this topic has focused on the accreditation process for teacher preparation. Last year, AACTE began building the foundation for this discussion with the development of *Principles for National Accreditation in Educator Preparation*, a document to which we invite your comment as part of this forum. Now we are inviting education leaders involved in improving teacher preparation and teacher quality to expand not only the focus on accreditation, but to expand the context around accreditation to a more integrated picture of the full configuration of our respective accountability roles.

Organizations participating in the forum will represent several AACTE leadership groups as well as leaders from other organizations identified on the attached participant list. The forum will be facilitated by Mary Hatwood Futrell, with an opening presentation by Linda Darling-Hammond, and will provide significant opportunity to hear the perspectives of all participating groups, as shown in the agenda, which is also attached.

We call your attention in particular to the two questions that shape the major segments of this dialogue, and hope that you can bring information and recommendations from your own organizational perspective to inform our conversation on these points. We have enclosed materials that should help focus the discussion: perspectives on the role of accreditation, the vision of a three-part configuration for teacher quality accountability, and a presentation that reminds us of the challenges of the world in which accreditation and other accountability measures now operate.

The outcomes of these discussions will be used as the basis for future discussions and to help AACTE's leaders work collaboratively with you on approaches to accountability. I look forward to this exciting discussion and appreciate your willingness to assist in this effort.

Sincerely,

A handwritten signature in cursive script, reading "Sharon P. Robinson".

Sharon P. Robinson, Ed.D.
President and CEO

Enclosures: Forum Agenda
 Forum Participants List
 AACTE *Principles*
 CHEA Document: "*Accreditation, Professional Interest and The Public Interest:
 Conflict Or Convergence?*"
 What Matters Most- *Excerpt*
 Accreditation in a More Demanding World -*Yankelovich*

FORUM ON THE CONTEXT FOR ACCREDITATION



ENSURING P-12 STUDENT ACCESS TO HIGHLY QUALIFIED TEACHERS

AGENDA

SEPTEMBER 10, 2007

OPENING PRESENTATION: *What Is at Stake in this Dialogue* 8:30 – 9:30

Sharon P. Robinson, AACTE President, CEO Welcome and Introductory Remarks

Mary H. Futrell, George Washington University Framing the Discussion

Linda Darling-Hammond, Stanford University Focusing on our Accountability for Highly Qualified Teachers

INITIAL DIALOGUE WITH COLLEAGUE GROUPS
Finding a Common Approach to Accountability 9:30 – 10:30

What strategic, political, and communication efforts are needed to move forward toward a common vision for teacher licensure and preparation, accreditation, and state program approval?

(Participants from invited education groups will provide perspectives and responses to this question)

BREAK 10:30 – 10:45

OPEN DIALOGUE WITH ALL PARTICIPANTS 10:45 – 11:45

LUNCH 11:45 – 12:30



Serving Learners

AGENDA -AFTERNOON

SEPTEMBER 10, 2007

PROGRESSIVE DIALOGUE WITH COLLEAGUE GROUPS *Next Steps for Collaborative Work*

12:30 – 1:15

What are the next steps for this agenda to move forward? How can we identify common efforts and leverage our collaboration for maximum benefit?

(Participants from invited education groups will provide perspectives and responses to this question)

OPEN DIALOGUE WITH ALL PARTICIPANTS

1:15 – 2:00

CLOSING SYNTHESIS AND COMMENTS

2:00 – 2:30

Randy Hitz, Sharon Robinson, Mary Futrell



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FORUM ON THE CONTEXT FOR ACCREDITATION



PRINCIPLES FOR NATIONAL ACCREDITATION IN EDUCATOR PREPARATION

AACTE BOARD OF DIRECTORS ◀▶ SEPTEMBER 2006

PREAMBLE

AACTE affirms the importance of accreditation, particularly its role in assuring that the preparation of professional educators ultimately serves the interests and learning of P-12 students. AACTE asserts that all providers of services to prepare education professionals should be nationally accredited.

Accreditation in educator preparation serves the public's interest by ensuring the highest quality of professional preparation of educators and thereby promoting the growth and development of all learners. Accreditation upholds transparent, credible, and consistent standards to which professionals are accountable. Accreditation represents an acknowledgment of shared responsibility and mutual accountability to prepare highly qualified professional educators.

The following principles are presented to guide discussions among educators and other stakeholders about the role of accreditation in serving the public purposes of education.

PRINCIPLE 1: ACCREDITATION IMPROVES THE QUALITY OF EDUCATION

Accreditation adds value to the education enterprise by pursuing specific goals: the ability of graduates from accredited programs to serve all learners, improved programs in accredited institutions, and stronger credibility and quality assurance to the public. The accreditation process encourages self-evaluation and self-analysis by programs as well as innovation and experimentation in educator preparation, all toward the goal of ultimately improving learning for P-12 students. Accreditation promotes dialogue in the profession at large and among public stakeholders. The accreditation process serves a quality assurance function, requiring all providers to submit to the same standards and requirements.

PRINCIPLE 2: ACCREDITATION IS BASED ON EVIDENCE OF EFFECTIVENESS

Accreditation standards and process are based on a strong foundation of evidence grounded in the best research and practice of the professional community. The research and evidence base should inform the data and documentation required for accreditation as well as the required demonstration of linkage between program quality, performance of professional educators, and impact on student learning.

PRINCIPLE 3: ACCREDITATION REFLECTS CONSENSUS ON BEST PRACTICES

Accreditation standards reflect consensus and participation from the entire professional community. Educators across the range of credentialed professional roles are involved in accreditation governance, policy, standards development, review processes, and evaluation of the enterprise. The governing consensus should reflect a balance of respect for specialized expertise and for certified knowledge of practice and experience in differentiated professional roles. Deliberations on standards and accreditation review approaches should serve to clarify the existing consensus, stimulate ongoing development of new knowledge, and promote experimentation and innovation. Members of the profession from both higher education and P-12 should have a significant voice in developing state policy on the linkage between national accreditation and state oversight of teacher education units and programs.

PRINCIPLE 4: THE ACCREDITATION PROCESS IS TRANSPARENT AND ACCOUNTABLE TO THE PROFESSION AND THE PUBLIC

Accreditation must be credible and acceptable to both internal and external clients and publics. This credibility is based on elements outlined in the previously-stated principles: value-added qualities, professional consensus, and the evidentiary base for accreditation. Public credibility is also dependent on the transparency of accreditation data and decisions. Credibility in the policy sphere requires that evidence from accreditation reviews are accepted as credible for institutional, professional, state and federal accountability purposes. Professional credibility requires that members of the professional education community and other stakeholders regularly monitor the accreditation process to ensure that it fulfills these principles.



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FACT SHEET from the American Association of Colleges for Teacher Education

Parents File Complaint on Definition of Highly Qualified Teacher

Fact #1

On August 21, 2007, a coalition of parents, students, community groups, and legal advocates in California filed a lawsuit (Renee v. Spellings) arguing that the U.S. Department of Education's regulation has created a loophole by allowing teachers who are still in training to be designated as "highly qualified."

Fact #2

The statutory language of No Child Left Behind requires all teachers to be fully state certified in order to be designated as "highly qualified." The statute defines "highly qualified" as follows: (i) the teacher has obtained full state certification as a teacher (including certification obtained through alternative routes to certification) or passed the state teacher licensing examination and holds a license to teach in such state... (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

Fact #3

The U.S. Department of Education's regulation allows those participating in (but not having completed) alternative-route programs who are not certified by the state to be described as "highly qualified." Such designation may apply for up to three years. The complaint asserts that this regulation is in contradiction to the statute.

Fact #4

AACTE supports the parents and advocates in filing this complaint because AACTE believes that a teacher should complete his or her preparation—whether it is alternative or traditional—before being called a "highly qualified" teacher.

Fact #5

AACTE is not a plaintiff in this case and did not file this lawsuit.

Fact #6

Many AACTE member institutions offer alternative routes to licensure and partner with school districts and other entities to provide such routes. AACTE believes that alternative-route programs and traditional-route programs should be held to the same standards and that teachers should be designated as "highly qualified" only when they have completed their preparation programs, no matter what the route. AACTE supports both alternate and traditional routes.

Fact #7



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Parents of low-income students involved in this lawsuit were told their teachers are “highly qualified” although they are not state certified to be teachers; when they are in the midst of being prepared to be a teacher; and when the teachers themselves do not consider themselves highly qualified.

Fact #8

Maribel Heredia, a parent in California, said, “*Parents have a right under NCLB to be told when their child is being taught by a teacher who does not have a full credential . . . I would never have known if Jose hadn’t come home one day and said ‘Mommy, my teacher went to college today.’ Jose has a substitute teacher two days a week while his teacher attends classes.*”

Fact #9

Chelsea Byers, a Teach for America participant and an intern teacher in California, said, “*I support this lawsuit because there should be a distinction between an intern teacher and a ‘highly qualified teacher.’ It seems wrong that a school like mine can claim that 100% of its teachers are HQ when in reality, 40% of the teachers are brand new to teaching and 30% are still in training to get their full teaching credential.*”

Fact #10

In too many cases, the lower the income of the school’s population, the higher the percentage is of uncertified teachers in that school. Students with the greatest need therefore are disproportionately affected by underqualified teachers. Sonya Renee, parent and lead plaintiff in this case, said, “*I am the mother of three . . . We live in southeast Los Angeles. My eldest daughter, Candice, is an upcoming sophomore at Washington Prep High School in SAUSD. Washington Prep . . . is . . . among the bottom 10% of schools in California. Nearly all of the students at Washington Prep are African American or Latino. Two thirds of the students receive free or reduced-price lunch. I have joined this lawsuit because I am concerned about the level of education that my daughter and her classmates at Washington Prep are receiving. Last year, during Candice’s freshman year, her English teacher and her algebra teacher were ‘intern’ teachers, meaning they were still in training and taking classes necessary to obtain their full teaching credential. I am shocked that these teachers are labeled ‘highly qualified.’ I have a right under No Child Left Behind to know when my child is being taught by a teacher who is not highly qualified.*”

The Three-Legged Stool of Teacher Quality

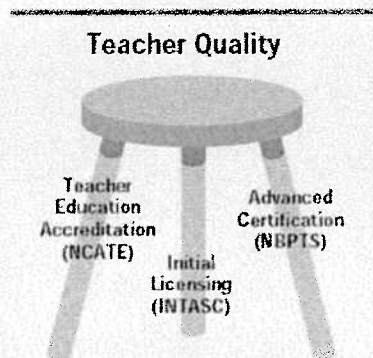
The three-legged stool of quality assurance—teacher education program accreditation, initial teacher licensing, and advanced professional certification—is becoming more sturdy as a continuum of standards has been developed to guide teacher learning across the career. When these standards have been enacted in policy, teacher preparation and professional development should be focused on a set of shared knowledge, skills, and commitments.

Accreditation: A rigorous new set of standards for teacher preparation programs has been developed by the National Council for Accreditation of Teacher Education (NCATE). NCATE-accredited institutions must show how they prepare teachers to teach to the student standards developed by professional associations such as the National Council of Teachers of Mathematics, one of NCATE's 30 professional organization members. They also must show how they prepare teachers to meet new licensing standards (see below) regarding content knowledge and skill in curriculum planning, assessment, classroom management, teaching strategies for diverse learners, and collaboration with parents and colleagues. To date, about 500 of 1,200 teacher education programs have received professional accreditation through NCATE.

Licensing: Under the auspices of the Council of Chief State School Officers, a consortium of more than 30 states and professional organizations has formed the Interstate New Teacher Assessment and Support Consortium (INTASC). This consortium has created a set of performance standards for beginning teacher licensing and is developing new examinations that measure these standards. The new examinations draw upon the pace-setting work of the National Board for Professional Teaching Standards (see below) and evaluate teaching in terms of how well teachers can plan and teach for understanding, connect their lessons to students' prior knowledge and experiences, help students who are not initially successful, analyze the results of their practice on student learning, and adjust it accordingly. If new teachers can do these things, they will be prepared to teach for the new student standards that are emerging and to develop the more advanced skills of a Board-Certified teacher.

Certification: The National Board for Professional Teaching Standards was instituted in 1987 to establish rigorous standards and assessments for certifying accomplished teaching. A majority of the Board's 63 members are outstanding classroom teachers; the remaining members include school board members, governors, legislators, administrators, and teacher educators. Expert, veteran teachers who participate in the Board's assessments complete a year-long portfolio that illustrates their teaching through lesson plans, samples of student work over time, videotapes, and analyses of their teaching. They also take tests of content knowledge and pedagogical knowledge that tap their ability to create and evaluate curriculum materials and teaching situations. The Board's standards are being used by some school districts to guide ongoing professional development and evaluation as well as certification of accomplished practice.

The Commission recommends that this framework be used to guide education policy across the states so that every teacher prepares at an NCATE-accredited institution, demonstrates teaching competence as defined by INTASC standards for initial licensing, and pursues accomplished practice as defined by the National Board for Professional Teaching Standards.



tice and is based on rigorous performance tests that measure the highest standards of competence. Those who have met these standards are then allowed to do certain kinds of work that others cannot. The standards are also used to ensure that professional schools incorporate new knowledge into their courses and to guide professional development and evaluation throughout the career. Thus, these advanced standards act as an engine that pulls along the knowledge base of the entire profession.

This three-legged stool finally exists for teaching as well. High-quality, coherent standards for accreditation, licensing, and advanced certification now exist and could become a powerful lever for change.

- A National Board for Professional Teaching Standards (hereafter referred to as the National Board) was established in 1987 to define standards for advanced certification of accomplished veteran teachers. The National Board began offering assessments in 1994 and had certified 374 teachers as of June 1996. In some districts these teachers receive extra pay and qualify to become mentors or lead teachers. A number of districts are incorporating the National Board's standards into ongoing professional development and evaluation for teachers.

What's Important about Standards: A Teacher's View

When I was asked by the National Board for Professional Teaching Standards to serve on a committee to write the Early Adolescence/English Language Arts Standards, I was concerned about the sensibility and feasibility of such a daunting task. Standards for all language arts teachers? Impossible, I thought. No one could reach consensus. Nor should they, I believed. However, I agreed to attend the first meeting for a number of reasons: to listen in on the conversation, to see what it was we each valued, and to see if the National Board was serious about giving teachers voice. If they weren't, I would resign. I decided to stay.

I stayed, too, because during the three years that it took us to describe what accomplished teachers know and

are able to do, I learned that the journey was far more important than the final destination. The discussion, sometimes arguments, around the table always sent me back to my classroom a better teacher. The endeavor of creating standards allowed me to participate in a professional conversation with other educators. We are seldom given the time for such conversations in our own schools. I left those meetings questioning what I do, why I do what I do, and how well I do those things.

In a scene from *Stuart Little*, Stuart volunteers to fill in as a substitute teacher. He asks the students, "How many of you know what's important?" The standards document is an attempt to answer *what is important* that language arts teachers know and are able to do. It is a draft of our best thinking at

the moment. It is a guide, meant to be a living, breathing, evolving document that allows for flexibility, diversity, and growth.

We need the finest language arts teachers to stay in the classroom so they can help students become the most articulate readers, writers, and speakers they can be. Perhaps this certification process will keep teachers intellectually challenged and learning for life. Perhaps [it] will teach all educators, and others outside the profession, that continually questioning and searching for what is important is more valuable than having all of the answers.

— LINDA RIEF, MIDDLE SCHOOL TEACHER,
DURHAM, NEW HAMPSHIRE

Adapted from Linda Rief, "Message from the Editors," *Voices from the Middle* 2, no. 4 (November 1995): 1. Copyright © 1995 by the National Council of Teachers of English. Reprinted with permission.

Accreditation in a More Demanding World

Presented by Dan Yankelovich to the
CHEA Annual Conference 2006
San Francisco
January 25, 2006

Organization

- A new wave of mistrust
- Mounting pressures on accreditation
- 10 principles of responsiveness

Wave I: Mistrust in the Great Depression

Duration:	1930 - WWII
Causes:	Massive, unyielding unemployment
Consequences:	<ul style="list-style-type: none">• Large scale government regulation• Strengthened trade unions• Loss of confidence in Republicans
Targets:	Business, market capitalism

Wave II: Mistrust in the 1970s

Duration:	Late 1960s - 1980
Causes:	<ul style="list-style-type: none">• Vietnam, Watergate• Stagflation• Changing moral norms
Consequences:	<ul style="list-style-type: none">• Grassroots movements (e.g. consumer, environment)• Regulation• Cynicism
Targets:	Government, all institutions, business, authority, other people

Wave III: The Current Wave of Mistrust

Duration: 2001 - ?

Causes:

- Crisis of ethical norms
- Scandals
- Failures of stewardship

Consequences:

- Punitive attitudes
- Polarization and loss of civility
- Craving for integrity

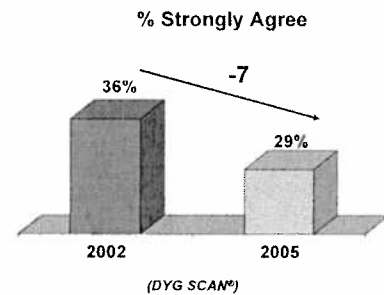
Targets:

- Big business
- Government, Education

VIEWPOINT
LEADERSHIP INSTITUTE

Trust in business continues to decline post-Enron

"You can trust business leaders to do what is right almost always/most of the time"



VIEWPOINT
LEADERSHIP INSTITUTE

Consequences

The venom
produced by
mistrust

"Ressentiment"

Intense anger at perceived
unfairness and injustice

Ressentiment is especially strong when people
feel stewardship has been betrayed:

- (e.g.) Catholic church
- (e.g.) Red Cross
- (e.g.) Government response to Katrina

Events that fit the same pattern:

- (e.g.) Congress (tax breaks for the wealthy; benefit cuts for the poor)
- (e.g.) U.C. (rising student costs; raises for administrators)

VIEWPOINT
LEADERSHIP INSTITUTE

VIEWPOINT
LEADERSHIP INSTITUTE

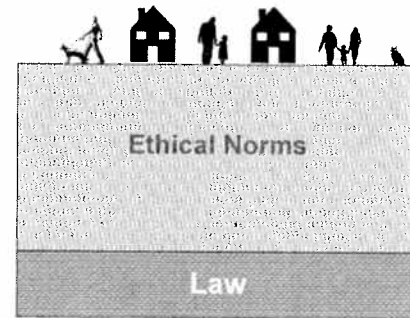
The current wave of mistrust arises out of the erosion of ethical norms

Shifting cultural values have taken a heavy toll on ethical norms:

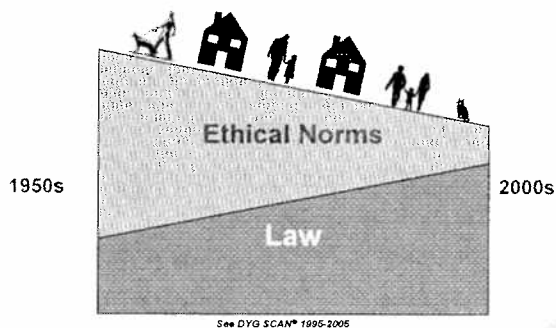
- "If it isn't illegal, it's OK"
- Gaming the system is good sport
- Win at any cost
- Conflict of interest is for dummies
- Strip away regulations and constraints

"Winning for myself"
(by bending the rules)

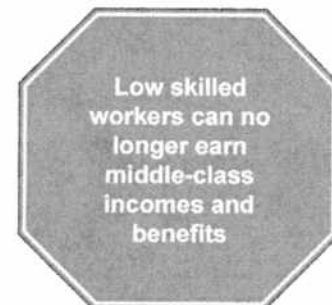
When ethical norms are strong, institutions can regulate themselves



When ethical norms erode, societies resort to punitive regulation



A new threat to the economic well-being of average Americans



Higher education is unprepared to cope with this threat

The new threat creates mounting pressure on higher education

A mad scramble for high-paying skills

Pressure to validate these skills

If validation is seen as flawed, punitive regulation is likely

10 Principles of Responsiveness

10 Principles

- I. Recognize that more is expected from privileged institutions like higher education**

10 Principles

- II. Make a conscious effort to reinforce a “stewardship” ethic**
 - Demonstrate caring

10 Principles

III. Become more responsive to students, parents and employers (and not primarily to institutions of higher education)

10 Principles

IV. Silence/denial/closed doors interpreted as evidence of bad faith

10 Principles

V. No one gets the benefit of the doubt. Assume the need to demonstrate good faith/responsiveness

10 Principles

VI. Anything but plain talk is suspect

VII. Being “good people” and having “good motives” are not acceptable justifications for poor results

Noble goals with deeply flawed execution is seen as hypocrisy, not idealism


VIII. Honesty, integrity and stewardship respond to a nation hungry for ethical renewal

IX. Build trust:

- Make few promises/commitments
- Live up to each faithfully
- Performance should exceed expectations

X. Legitimate the expectation of students, parents and employers that all forms of higher education can provide marketable skills...

... this means that accreditation must encompass this goal as well as the other objectives of higher education



Summary/Conclusion

- Higher education faces a formidable challenge: to keep the promise of equality of opportunity in the new global economy
- The challenge is doubly daunting in the current climate of mistrust
- Accreditation has an important role to play in insuring that this promise be kept

Thursday, October 11 – Starting at 8:30 A.M.

CALL TO ORDER

- A. Call to Order – Dr. Douglas Reisig
- B. Roll Call
- C. Approval of Agenda
- D. Approval of the July 19 Meeting Minutes
- E. Correspondence

ITEM 1 EXECUTIVE COMMITTEE REPORT – Dr. Douglas Reisig

- A. Review of CSPAC/ Deans Joint Meeting
- B. Review of Bylaws

ITEM 2 ADMINISTRATIVE OFFICER’S REPORT – Mr. Pete Donovan

- A. Meetings Attended
- B. NASDTEC Update

ITEM 3 EXECUTIVE SECRETARY’S REPORT – Mr. Pete Donovan for Mr. Steve Meloy

- A. Distance Learning Taskforce Phase II Update
- B. Quality Educator Loan Assistance Summary

ITEM 4 OPI UPDATE – Dr. Linda Vrooman-Peterson, OPI

ITEM 5 GOAL SETTING

ITEM 6 MONTANA COMMISSION ON TEACHING COMMITTEE – Ms. Melodee Smith-Burreson

- A. NCTAF Map
- B. State Mentoring Conference Reports
- C. Montana Educator Forum
- D. Teacher Mentoring Program Draft Surveys

ITEM 7 LICENSURE AND ENDORSEMENT COMMITTEE REPORT – Ms. Kim Warrik

- A. Update on Chapter 57 Review

ITEM 8 PRE-PROFESSIONAL PREPARATION AND DEVELOPMENT COMMITTEE REPORT – Ms. Charla Bunker

ITEM 9 PLAN FOR FUTURE CONFERENCES

- A. Western States Certification Conference
- B. NASDTEC Professional Practices Institute

ITEM 10 FUTURE AGENDA ITEMS

- A. Draft Annual Report
- B. Review Code of Ethics

ITEM 11 PUBLIC COMMENT ON ITEMS WITHIN THE JURISDICTION OF CSPAC

ADJOURN

CERTIFICATION STANDARDS & PRACTICES **ADVISORY COUNCIL MEETING MINUTES**

THURSDAY, JULY 19, 2007

*Red Lion Colonial Inn
2301 Colonial Drive
Helena, MT*

CALL TO ORDER

CSPAC Chair, Dr. Douglas Reisig, called the Certification Standards and Practices Advisory Council meeting to order on Thursday, July 19, 2007 at 8:37 A.M. CSPAC council members present were: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Charla Bunker, Teacher, Great Falls; Ms. Judie Woodhouse, Teacher, Polson; and Dr. Mary Susan Fishbaugh, Dean of Education, MSU-Billings. Members absent were: Ms. Kim Warrick, Reading Specialist, Bozeman. Staff members present were: Mr. Peter Donovan, Administrative Officer for CSPAC; Mr. Steve Meloy, Executive Secretary for the Board of Public Education; and Ms. Megan Kerzman, CSPAC Administrative Assistant. The following people signed the meeting roster: Nancy Marks, OPI Paraprofessional Consortium; Claudette Morton, Montana Small Schools Alliance (MSSA); Beckie Squires, paraprofessional, Helena School District, MEA-MFT; Bob Clemens, MSU; Linda Peterson, OPI; Elizabeth Keller, OPI; Bonnie Jones Graham, MSU-Billings; and Larry Nielson, MEA-MFT.

Motion: Ms. Melodee Smith-Burreson moved to approve the agenda. This was seconded by Ms. Judie Woodhouse. Motion was unanimously approved.

Motion: Ms. Tonia Bloom moved to approve the March 7-8 CSPAC meeting minutes. Ms. Melodee Smith-Burreson seconded the motion. Motion was unanimously approved.

Mr. Peter Donovan provided a review of CSPAC correspondence, which included some letters pertaining to the MSU education program moving from the NCATE accreditation process to the TEAC process, two letters thanking Mr. Donovan for his participation in events, and a copy of a presentation from the Troops to Teachers program.

***Items are in the order they were discussed at the meeting.**

ITEM 1 PARAPROFESSIONAL ISSUES PANEL DISCUSSION – Ms. Elizabeth Keller, Ms. Beckie Squires, and Ms. Nancy Marks

Ms. Elizabeth Keller is the Unit Manager for OPI Licensure, Ms. Nancy Marks is a member of the OPI Paraprofessional Consortium, and Ms. Beckie Squires is a paraprofessional at C.R. Anderson and treasurer of the local union. Ms. Marks began the discussion with some of the developments of the consortium, including a current paraprofessional resource guide, professional development for paraprofessionals to meet N.C.L.B. highly qualified requirements, “Para-educators Achieving Standards Successfully” training and tests, the development of a page on the OPI website that will have all of the paraprofessional resources on it and be easy to navigate to, and recognition of paraprofessionals. The biggest issue seems to be “highly qualified” status portability for paraprofessionals, due to the status being determined not at the state level but at the individual district level. Ms. Squires agreed, stating she often hears at trainings, “Will I be highly qualified in another district?” With teachers, they are qualified anywhere in the state, but that is not the case with paraprofessionals; this would be a great direction to move in, state-wide certification.

Ms. Marks explained that this fall the OPI Paraprofessional Consortium will be conducting a needs assessment to determine what methods different districts use to establish highly qualified status. Ms. Squires gave the Council an overview of the PASS program: there is a math component and a reading component (for which she does the training), which train paraprofessionals to help children learn these concepts; the training consists of 30 hours of intense training and completion of tests at the end; often completion of this program and passing the tests qualifies a paraprofessional for highly qualified status (again, depends on the individual district). Dr. Linda Vrooman Peterson spoke on the topic of the statute-required qualifications of a paraprofessional as stated in Title I, as well as a guidance letter that was sent to

districts along with a list of possible avenues for paraprofessionals to gain highly qualified status. The Council discussed resurfacing this letter and the list of acceptable avenues, perhaps on the OPI website, as well as the possibility of a certificate stating that so-and-so has gained highly qualified status is District X and listing the way(s) that was accomplished. Perhaps this certificate could be a downloadable form/template from the state level, so that every district could use the same template; however, this would not be a certificate claiming state approval of the highly qualified status. Dr. Mary Susan Fishbaugh asked about the possibility of having a long-term plan to give state recognition to paraprofessionals. The Council now has several options for how to handle paraprofessional issues.

ITEM 2 THE VANISHING BREED?: THE 2006-2007 MONTANA RURAL TEACHER SALARY AND BENEFIT SURVEY – Dr. Claudette Morton

Dr. Claudette Morton of the Montana Small Schools Alliance presented her recently completed research on small school district and teacher data. This research on Montana small schools was first done in 1992 and this set of data is the fourth to be gathered in fourteen years; this provides good longitudinal data as well as the most current data. There was a return rate of 97-98% on most of the questions and a 100% return rate on some. The research was conducted via a survey sent to districts that had multi-grade or one-room small schools. The survey covers a wide range of topics, including salaries, benefits, janitorial duties, budgets, student enrollments, leaves, clerk salaries, and library and guidance/counseling services. Some highlights include:

- there are 114 independent elementary school districts supervised by the county superintendents;
- size of these districts varies from one student to 146 students;
- number of teachers varies from 1 in the smallest district to 15.5 in the largest district;
- lowest annual salary is \$13,000 with only housing provided and no other benefits;
- highest annual salary is \$53,848 with benefits.

ITEM 3 EXECUTIVE COMMITTEE REPORT – Dr. Douglas Reisig and Ms. Melodee Smith-Burreson

The Council voted by acclamation to maintain the committees as they currently stand. The committees are: Pre-Professional Preparation and Continuing Development – Dr. Mary Susan Fishbaugh and Tonia Bloom; Licensure and Endorsement Committee – Kim Warrick and Charla Bunker; Montana Commission on Teaching – Melodee Smith-Burreson and Judie Woodhouse; Executive Committee – Dr. Douglas Reisig and Melodee Smith-Burreson. The Council approved Mr. Donovan's attendance of the Professional Practices Institute for NASDTEC, as well as some meals and hotel fees. The Council members discussed the calendar dates for the meetings for the upcoming year. The tentative dates are:

- Wednesday-Thursday, October 10-11, 2007 in Missoula
- Thursday, January 17, 2008 in Helena
- Wednesday-Thursday, March 5-6, 2008 in Helena with Board of Public Education
- Thursday, July 24, 2008 in Helena

The Council agreed to maintain the five general goals they currently have. The members held a brief discussion on specific projects and short-term goals, including: NCTQ report, looking at a couple areas each meeting, possibly having someone come in and speak to the Council about those areas, possibly writing a letter about the positives; possible research into Braille instructors, certification, barriers, etc.; distance-learning; dual-enrollment; Chapter 57 review; and mentoring research and program-planning. The decision was made to solidify these goals at the fall meeting.

ITEM 4 BOARD OF PUBLIC EDUCATION REPORT – Mr. Steve Meloy

Mr. Steve Meloy spoke to the Council about the latest and on-going work of the Board of Public Education. Some highlights include: Phase II of the Distance Learning Task Force; possibility of a "Class 8" license for higher education instructors to teach high school classes; K-College workgroup; workforce development for students after high school; Counsellorship Initiative and Writing Proficiency work of the former P-20 workgroup; meeting with Governor's office to review legislative session and outcomes; loan assistance program for educators in critical shortage areas, to be administered by Board of Regents, with educator critical shortage area list developed by OPI and BPE; plan to change "certification" to "licensure" in statute during the next session; and refining license denial process/appeal process. Mr.

Meloy also told the Council about the person who has been hired as the new CSPAC Administrative Assistant, who will begin on August 6, 2007. He briefly talked about the possibilities for a new building for office space.

ITEM 6 OPI UPDATE – Dr. Linda Vrooman Peterson

Dr. Linda Vrooman Peterson spoke briefly to the Council about the latest developments at OPI: six new curriculum specialist positions. The six positions cover mathematics, communication arts, science, middle school/at-risk, early childhood, and library media. The positions entail developing model curriculum based on standards, reviewing and revising standards when necessary, helping implement curriculum, making sure curriculum has electronic capability for dissemination. Dr. Peterson suggested perhaps having the new curriculum specialists come speak to the Council, introduce themselves, talk about what they do, etc., at the next Helena CSPAC meeting. She also touched briefly on the assessment work the curriculum specialists will do: after setting up the curriculum, classroom assessments will be developed to help direct classroom instruction.

ITEM 5 ADMINISTRATIVE OFFICER'S REPORT – Mr. Pete Donovan

Mr. Peter Donovan spoke to the Council about the meetings he has attended since March 12, 2007. Mr. Donovan also gave a review of the NASDTEC conference, including some of the speakers and the comments received. He spoke about the Mobility Study that NASDTEC has been funding; although the study is not completely finalized, a preliminary report was presented at the NASDTEC conference. Mr. Donovan will keep the Council apprised of the final outcome of the study. As NASDTEC President, Mr. Donovan will be asked to travel more and attend more events, but he weighs the importance of the event and information before attending and asks the Council's permission and understanding for all the travel.

ITEM 7 MONTANA COMMISSION ON TEACHING COMMITTEE – Ms. Melodee Smith-Burreson and Ms. Judie Woodhouse

Ms. Melodee Smith-Burreson and Ms. Judie Woodhouse gave an overview of the NCTAF Symposium they attended, the theme of which was "The Future of Teaching". They spoke about some of the sessions they were able to attend, including one in which an informational map that was entitled "The Map of the Future Forces Affecting Education" was presented. This map looked at key things that are influencing education, not just education policy, but also public health issues, a variety of socio-economic issues, political issues, etc. Another session that the ladies attended was "Is Mentoring Worth the Money", which presented statistics on states that have mentoring/induction programs (currently 30 states require an induction program). Information was also presented on the components of a quality mentoring program, including but not limited to: release time, selection process, professional development and training, compensation, subject matter and grade level specific, multi-year. Ms. Smith-Burreson, Ms. Woodhouse, and Mr. Donovan spoke with a NCTAF staff person about concerns and information for Montana. For this discussion, Ms. Smith-Burreson provided maps and charts representing census data and school data.

A discussion ensued about drop-out rates and developing better ways to track students in order to get numbers that more accurately represent where students are going. The Council also talked about a recruitment program at higher education institutions to attract students from two-year schools, tribal colleges, and reservations. Dr. Reisig asked Ms. Smith-Burreson and Ms. Woodhouse to work with Dr. Mary Susan Fishbaugh and Mr. Donovan to develop a skeleton proposal, to be presented at the October meeting, for a mentoring research project. The Mentoring Task Force was spoken about, and the suggestion was made to gather data on mentoring prior to beginning any research project, possibly using the Survey Monkey tool. Ms. Woodhouse provided a list of mentoring programs that are touted as exemplary programs that the Council should gather information on. These programs are: Beginning Teacher Support and Assessment (BTSA) in California; Silicon Valley New Teacher Project in Santa Cruz; the program in Lafourche Parish in Louisiana; and the Toledo Plan.

ITEM 8 LICENSURE AND ENDORSEMENT COMMITTEE – Ms. Kim Warrick and Ms. Charla Bunker

Ms. Elizabeth Keller gave the Council a brief update and timeline of the Chapter 57 Review project. She explained the workgroup assignments, the main focus of the review, and also provided the Council with a handout depicting the goals of the individual workgroups and possible suggested revisions connected with the Chapter 57 review. The workgroups are meeting individually and should have their preliminary reports to Elizabeth by August 17th and Ms. Keller will compile the results prior to a full committee meeting in either September or October.

ITEM 9 PROFESSIONAL PREPARATION AND CONTINUING DEVELOPMENT COMMITTEE – Dr. Mary Susan Fishbaugh and Ms. Tonia Bloom

Dr. Mary Susan Fishbaugh gave the Council a review of the Higher Education Consortium meeting in Polson at the Kwa Tuk Nuk May 30-31. The consortium is composed of regular and special education personnel preparation higher education faculty, OPI, and students; the consortium discusses issues with improving teacher preparation and trying for consistency across programs. Dr. Fishbaugh mentioned the presenters, the Reading First report, and some discussions about chronic issues with OPI endorsement.

ITEM 10 PLAN FOR FUTURE CONFERENCES

- A. Montana Educator Forum – September 28, 2007
- B. NASDTEC Professional Practices Institute – October 17-19, 2007 – Orlando, Florida
- C. Western States Certification Conference – January 9-11, 2008 – Palm Springs, California

ITEM 11 FUTURE AGENDA ITEMS

- A. Council of Deans joint meeting
- B. Discussion on substantive issues of TEAC vs. NCATE
- C. Copy of Linda McCulloch's letter about paraprofessional requirements
 - a. Speak with persons uploading paraprofessional information on OPI's webpage
- D. Research states that have statewide paraprofessional certification programs
 - a. Financial obligations
- E. Areas of NCTQ report
 - a. Possibly have people speak about specific sections
 - b. Maybe draft a letter about the positives of Montana
- F. Set goals
- G. Review by-laws
- H. OPI update – Dr. Linda Peterson
- I. OPI curriculum specialists at January meeting
- J. Fold-out map and its information (map from NCTAF symposium)
- K. Proposal for research project on mentoring

ITEM 12 PUBLIC COMMENT ON ITEMS WITHIN THE JURISDICTION OF CSPAC

There was no public comment.

ADJOURN

The meeting was adjourned by acclamation.

Dr. Reisig adjourned the meeting at 2:20 P.M.

The Certification Standards and Practices Advisory Council will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate. Persons requiring such accommodations should make their requests to the Board of Public Education as soon as possible before the meeting to allow adequate time for special arrangements. You may write or call: CSPAC, PO Box 200601, 46 North Last Chance Gulch, Helena, MT 59620-0601, (406) 444-6576.

Office of the President



Serving Learners

RECEIVED
SEP 24 2007
BOARD OF PUBLIC EDUCATION

September 14, 2007

Mr. Pete Donovan
President NASDTEC
Montana Board of Public Education
46 North Last Chance Gulch
PO Box 200601
Helena, MT 59620

Dear Mr. Donovan:

On behalf the American Association of Colleges for Teacher Education (AACTE) Board of Directors, I want to thank you for your participation in this week's "Forum on the Context for Accreditation: Ensuring P-12 Student Access to Highly Qualified Teachers."

The forum was extremely helpful to us in understanding the complexity of the teacher quality agenda we hope to embark on, as well as the interests we share in common on this issue. Members of the Board of Directors appreciated the perspectives that you and your colleagues brought, and your willingness to probe this issue. The ideas and suggestions emerging from the forum will help guide our future work on accountability in teacher preparation.

I look forward to further collaboration with you on the advancement of high quality teacher preparation, and hope to be in contact with you soon.

Sincerely,

Sharon P. Robinson, Ed.D.
President and CEO

*Your voice and perspective were
especially important. Thanks.*

Donovan, Pete

From: Gettel, Steve [sgettel@msdb.mt.gov]
Sent: Friday, September 14, 2007 8:01 AM
To: Donovan, Pete
Subject: FW: O&M eval

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Dear Committee members,

I asked permission to forward the following e-mail communication from Dennis Slonaker, Supervisor of Outreach and Sharon Woods, consultant for the visually impaired. Even with expansion of the outreach program the concerns expressed below are evidence that the state does not have a system of service delivery sufficient to meet the needs of Montana's blind children in the area of orientation and mobility. This very closely parallels the issues that promoted the "Braille Bill" and the resulting requirements for teachers of Braille in the classrooms.

You've heard me talk numerous times about the areas of staff preparation need to provide quality programs to deaf and blind children; Braille, orientation and mobility, interpreters, teachers of the deaf and teachers of the blind. MSDB's on campus staff will assist with assessment and training to the extent possible, however student need for access to the curriculum through access to instruction by a knowledgeable and skilled teachers will never be satisfactorily addressed through technical assistance from outreach consultants. Those needs can only be met through administrative rules for pre-service training and licensure requirements.

We would never consider placing our general education students in a classroom with a teacher who can not communicate directly with them or knows nothing about the language or communication system they use to access information. Orientation and Mobility is a supplemental service which must be identified in an IEP if training is necessary for the student to independently travel within the environment in which they are educated.

The Braille Bill along with the work of CSPAC was successful in developing standards and identifying a system of training that will provide blind children with access to qualified instructors of Braille. The BOPE did the right thing by referring for study and recommendations, the issue of assuring qualified interpreters in the classroom. In similar manner the issue of guaranteeing access to O and M instructors as well as trained teachers of the deaf and trained teachers of the blind must be addressed.

I am pleased to see the BOPE take action to move forward on the agenda to improve the quality of services for deaf and blind children. And I intend to convey to you any evidence such as the comments contained in the e-

9/18/2007

mails below which validate that that you are right in doing so.

Sincerely,

Steve Gettel

-----Original Message-----

From: Slonaker, Dennis

Sent: Tuesday, September 11, 2007 8:30 PM

To: Gettel, Steve

Subject: RE: O&M eval

Steve,

I guess I should've discussed this with you first. I've sent e-mails to Pam & Sharon asking them to disregard my mentioning Monica as a possibility, and asked Sharon to do the O&M eval if at all possible.

I do recall that when Monica was hired she was told specifically that part of her duties would be traveling the state doing O&M evals for Outreach, and we had quite a few more VI students on campus at the time. Then unfortunately her mother became incapacitated and she couldn't travel away from home due to providing full-time care for her mom.

Our consultants are presently so overwhelmed I think it is very difficult at this time to ask them to do O&M evals outside of their areas. Steve, I'm very concerned about the straw breaking the camel's back here. Sharon & Barb have more than they can handle right now, and Kerri is working above and beyond her part-time capacity also.

Dennis

From: Gettel, Steve

Sent: Tue 9/11/2007 7:29 PM

To: Slonaker, Dennis

Subject: RE: O&M eval

9/18/2007

Dennis,

I have no idea what Monica's schedule looks like this year but before discussing the possibility with the consultants it would be best for you to talk to Diane, Carol and Monica about the possibility.

With the current number of VI consultants and number of kids this probably isn't possible but if and when we get another back on staff I'd like you and the consultants to have an idea of how many hours a month would be necessary for O&M evals. Then with that information you and Diane could consider shuffling the caseloads and having a consultant with O&M cert have as part of their duties doing the evals for those students who's consultants don't have the cert. (Wouldn't make sense to just use one consultant for this activity so that could be factored in.) Also it might be possible depending on what Monica has going to use her for some of them but again this would need to be discussed with the on campus staff. I do think that making the evals available to the LEAs at no cost by our staff should be a priority.

My thoughts for what they are worth.

Steve

-----Original Message-----

From: Slonaker, Dennis

Sent: Tue 9/11/2007 7:01 PM

To: Boespflug, Pamela

Cc: Woods, Sharon; Gettel, Steve

Subject: RE: O&M eval

Pam,

Our policy is to have one of our consultants who are certified in O&M do an O&M eval. for students on other consultants caseloads who aren't certified in O&M if they are able: i.e. have the time, can fit it into their already busy schedule, don't have other priorities, feel comfortable doing it, etc.

Another possibility might be to suggest to the school district that they hire a private certified O&M person to perform the eval. and give them some contact info.

I know there have been a couple of those folks who have previously worked with Hannah, and I know that neither one of them worked real well with the family and the LEA, so I guess I'd leave it up to you whether or not you'd be willing to suggest them.

If Sharon is unable to do it, I think I would contact Ken McCulloch at KRMAC6@MSN.COM and see if he might be able to do it. If he is, then the local LEA would be responsible for hiring him to do the eval.

Monica previously has gone out and done O&M evals. on certain occasions, and I don't see why she couldn't go out and start doing more of them. You could try asking her also.

I know there's a real need out there, and I wish we had an O&M person on staff who would have the time to do more of these.

Dennis

From: Boespflug, Pamela

Sent: Tue 9/11/2007 5:44 PM

To: Woods, Sharon; Slonaker, Dennis

Subject: RE: O&M eval

... sorry about the previous email.

Sharon,

I hate to do this to you but I need Hannah's O&M eval done soon. Her CST is supposed to be Sept 25th but I am hoping for a week later. Can you do it in the near future? Dennis are there other options if Sharon is booked?

9/18/2007

***MONTANA BOARD OF PUBLIC EDUCATION
CERTIFICATION STANDARDS AND PRACTICES ADVISORY
COUNCIL***

B Y L A W S

ARTICLE I. NAME

The name of the organization shall be the Montana Certification Standards and Practices Advisory Council.

ARTICLE II. PURPOSE

The Montana Certification Standards and Practices Advisory Council, hereinafter referred to as the Council, has been formed in accordance with 2-15-1522 MCA, and shall have as its purposes:

- A. To study and make recommendations to the Board of Public Education in the following areas:
 - 1. Teacher certification standards, including, but not limited to, precertification training and education requirements and certification renewal requirements and procedures;
 - 2. Administrator certification standards, including, but not limited to, precertification training and education requirements and certification renewal requirements and procedures;
 - 3. Specialist certification standards, including, but not limited to, precertification training and education requirements and certification renewal requirements and procedures;
 - 4. Feasibility of establishing standards of professional practices and ethical conduct;
 - 5. The status and efficacy of approved teacher education programs in Montana; and
 - 6. Policies related to the denial, suspension, and revocation of teaching certification and the appeals process. For the purpose of preparing recommendations in this area, the Council is authorized to review the individual cases and files that have been submitted to the Board of Public Education.
- B. To submit a written report with its recommendations annual and at other appropriate

times to the Board of Public Education.

ARTICLE III. MEMBERSHIP

A. **Membership.** The Council shall consist of seven members appointed by a majority vote of the Board of Public Education. The membership must include:

1. Three teachers engaged in classroom teaching, including:
 - a. one who teaches within kindergarten through grade 8;
 - b. one who teaches within grade 9 through 12; and
 - c. one additional teacher from any category in subsection (2) (a) or (2) (b) of 2-15-1522 MCA.
2. one person employed as a specialist or K-12 specialist;
3. one faculty member from an approved teacher education program offered by an accredited teacher education institution;
4. one person employed as an administrator, with the certification required in 20-4-106 (1) (c); and
5. one school district trustee.

B. **Tenure.**

1. The term of office of an appointed member is three years. If a vacancy occurs on the Council, the Board of Public Education shall appoint a person from the category of membership in which the vacancy occurred to serve the unexpired term. Regular appointments shall begin June 1 and end May 31 of the third year of the term.
2. Any member desiring to resign from the Council shall submit his/her resignation in writing to the Council and to the Board of Public Education.

C. **Compensation.** Council members are entitled to travel expenses incurred for each day of attendance at Council meetings or in the performance of any duty or service as a Council member in accordance with 2-18-501 through 2-18-503 MCA. Eligible Council members are also entitled to per diem for each day of attendance at Council meetings, not to exceed eight days per year, in accordance with 2-15-122 MCA.

- D. In order to receive reimbursement or compensation for out-of-state activities, the Council member must obtain the approval of the Council Chairperson and the Council Administrator in advance of undertaking the activity.

ARTICLE IV. MEETINGS

- A. **Meetings.** The Council shall meet quarterly and at other times as may be required for the proper conduct of the business of the Council at the call of the chairperson. Such business may include, but not be limited to:
1. Information, discussion, and action on matters related to the purposes of the Council described in Article II;
 2. Election of officers and appointments to committees as described in Article V;
 3. Apprising the Board of Public Education of budgetary needs of the Council and making recommendations on a preliminary budget;
 4. Reviewing Council Budget on an ongoing basis for further recommendations to the Board.
- B. **Quorum.** A quorum for a meeting shall be not less than four Council members.
- C. **Notice.** Each member of the Council shall be given written notice stating the place, day, and hour of any regularly scheduled meeting at least 10 calendar days prior to the meeting. It shall be delivered by mail to the last known address of each member.
- D. **Absence.** Recognizing the value of his/her contribution to the business of the Council, each Council member shall be responsible to notify the chairperson in advance of any anticipated absence from a scheduled meeting. If a member is absent from three consecutive scheduled meetings, his/her membership shall be subject to review by the Board of Public Education to determine if the member's office shall be deemed vacant. If deemed vacant, the vacancy shall be filled in accordance with Article III, Section B.
- E. **Special Meetings.** Special meetings may be called by the Chairperson of the Council or by a request in writing of two regular appointed members. When necessary the Council may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call or by a combination of both. In the case of a special meeting, the administrative officer shall notify each regular member either by mail or by telephone sufficiently in advance of the meeting to allow all council members to travel to the meeting site from their principal Montana residence.

In the case of a conference call, forty-eight hours prior to the meeting shall be deemed sufficient notice.

F. Meeting Procedure.

1. Meetings of the Council shall be governed by the following rules:

- a. The chair or vice-chair shall preside at all meetings. In their absence, a temporary presiding officer shall be selected by the membership.
- b. The presiding officer shall neither introduce nor second a motion.
- c. A motion shall require a simple majority of those present to pass.
- d. Any motion shall be in order as long as no previous motion is on the floor.
- e. Minutes shall be taken at all open sessions of the Council. The minutes shall be made available for public inspection by the Board of Public Education, subject to reasonable regulation in the time and manner of inspection.
- f. The current edition of Robert's Rules of Order shall prevail on questions of parliamentary procedure.

2. The regular order of business shall be as follows:

- 1. Call to order
- 2. Roll Call
- 3. Approval of the minutes of the preceding meeting
- 4. Agenda adoption
- 5. Agenda
- 6. Date and place of next meeting
- 7. Adjournment

3. An agenda shall set the structure for meetings of the Council.

- a. A tentative agenda shall be prepared as the last item of business by the Council at each regularly scheduled meeting.
- b. The tentative agenda may be modified by the membership through written notice at least 20 days prior to the meeting, at which time the tentative agenda, as modified, becomes the proposed agenda.
- c. The proposed agenda shall be included with the written notice of

meeting required in Section C of this article.

- d. Persons or organizations desiring to address the Council may be placed on the proposed agenda by making a written request to a member. The Council member will present the request to the chair to be considered at the time of approval of the proposed agenda.
- e. The proposed agenda becomes the approved agenda by a majority vote of Council members at the beginning of the meeting.
- f. Whenever possible, support materials for the agenda shall be in graphic and/or written form and readily available to the membership.

ARTICLE V. ORGANIZATION

Section A. Officers.

- 1. The Council shall select, by majority vote, a chair and vice-chair from its appointed members annually during the spring meeting of each year.
- 2. The term of elective office shall be for one year and an officer may not serve more than two consecutive years.
- 3. The chair shall be the presiding officer and shall preside over all regular, special, and public meetings of the Council. The vice-chair shall perform the functions of the chair in the absence of the chair.

Section B. Committees.

- 1. At the beginning of the chair's term, and as vacancies occur, the chair shall, with concurrence of a majority of the Council, appoint the committee chairs.
 - a. The Pre-Professional Preparation and Development Committee will initiate studies and recommendations on precertification training and education requirements for teachers, administrators and specialists.
 - b. The Licensure and Endorsement Committee will initiate studies and recommendations on types and alignments of certification and endorsements.
 - c. The Montana Commission on Teaching will address issues critical to

Montana's teaching profession in accordance with the Montana partnership agreement between the CSPAC and the National Commission on Teaching America's Future. The Board of Public Education will administer funds allocated to the Montana Commission on Teaching.

2. The chair of the Montana Commission on Teaching must be a CSPAC member.
3. The Chair may appoint Special Committees as needed that will allow in-depth study of issues that are the responsibility of the standing committees.
4. The Executive Committee shall consist of the chair and vice-chair. The Executive Committee shall be responsible for presenting budgeting proposals to the Council and to the Board of Public Education. The Executive Committee shall be responsible for performing other duties as assigned by the chair or Council.
5. The committees will meet at times agreed upon by the majority of the committee. The Council Chair and Executive Secretary of the Board of Public Education shall be informed of the purpose, time and place of all committee meetings.

ARTICLE VI. ASSISTANCE

The Council may request research, administrative, and clerical staff assistance from the Board of Public Education.

ARTICLE VII. COMMUNICATIONS

These bylaws may be added to or amended by a two-thirds majority vote of the entire Certification Standards and Practices Advisory Council provided that the proposed amendment is sent in writing to all members of the Certification Standards and Practices Advisory Council at least seven days in advance.

Meetings Attended by Pete Donovan
Since July 31, 2007

- | | | |
|-----|--|-------------|
| 1. | Planning Meeting for Dual Enrollment Task Force | 07/31/07 |
| 2. | Steve Meloy and Linda Peterson/Distance Learning | 08/02/07 |
| 3. | Montana ACT Test Results Meeting/OCHE | 08/06/07 |
| 4. | Larry Baker, Linda Peterson, Eliz. Keller/Accreditation | 08/07/07 |
| 5. | Chapter 57 Review Committee | 08/09/07 |
| 6. | NASDTEC Conference Call/Learning Point Associates | 08/10/07 |
| 7. | Montana Mentor Institute-Great Falls | 08/14-16/07 |
| 8. | Quality Educator Loan Assistance Legislation | 08/21/07 |
| 9. | Dual Enrollment | 08/23/07 |
| 10. | Quality Educator Loan Assistance Legislation | 08/28/07 |
| 11. | HQT and Special Education | 08/30/07 |
| 12. | Distance Learning Task Force Planning Meeting | 08/30/07 |
| 13. | AACTE Accreditation Forum/Wash. DC | 09/10/07 |
| 14. | MACIE/BPE – Lame Deer | 09/12/07 |
| 15. | Board of Education | 09/13/07 |
| 16. | Board of Public Education | 09/13,14/07 |
| 17. | Planning for Joint CSPAC/Dean’s Meeting | 09/18/07 |
| 18. | Council of Deans Conference Call | 09/19/07 |
| 19. | Western States Certification Consortium – Bozeman | 09/21/07 |
| 20. | Conference Call/Science Standards for MEA/MFT Conf. | 09/25/07 |
| 21. | Troops To Teachers Meeting-Bozeman | 09/26/07 |
| 22. | Facilitator Training for Montana Educator Forum | 09/27/07 |
| 23. | Montana Educator Forum | 09/28/07 |
| 24. | Linda Peterson, Larry Baker, Robert Carson/Accreditation | 10/01/07 |
| 25. | Conference Call /Comm. Arts Stds. For MEA/MFT Conf. | 10/02/07 |

**NASDTEC Executive Board Meeting
October 19 - 20, 2007
Doubletree Castle, Orlando, Florida**

Agenda Items

1. Approval of June 2007 minutes

2. Reports

President
Vice President
Regional Directors
Standing Committee Chairs
Attorney
Executive Director

3. Old Business: A. TTT Mobility Study – status report – Peter Donovan

B. FY 2009-2010 Goals & Objectives – Peter Donovan

C. FY 2009 -2010 Budget proposal – Roy Einreinhofer

D. Clearinghouse disclaimer language – Carolyn Angelo

4. New Business:

A. Alternative Certification Programs – Jim Putman

B. CAS/EdS degrees – Jim Putman

C. Clearinghouse update – Carolyn Angelo

D. Listserve Survey Posting website – Peter Donovan

E. Master Schedule – Ken Bungert

F. Other new business

Friday, Oct 19:

We'll meet for breakfast at 7:30 AM at a hotel restaurant and will also have lunch there around noon

Saturday, Oct 20 :

We'll have breakfast at 7:30 AM at a hotel restaurant and we'll have lunch there around Noon for those not already on the way to the airport

Distance Learning Task Force

- **Purpose** – To review and revise Administrative Rules of Montana (ARM) 10.55.907 Distance, Online, and Technology Delivered Learning as needed to align the standard with current best practices.
- **Guiding Principle** – Distance education serves the student learning needs of the present and future providing flexibility and ensuring quality.

9/24/2007

Board of Public Education - Presentation

11

Distance Learning Continued...

- 10.55.907 – (3) Except as provided in (3) (a), teachers of distance, online, and technology delivered learning programs shall be licensed and endorsed in Montana in the area of instruction taught. School districts receiving distance, online, and technology delivered learning programs described in this rule shall have a distance learning facilitator for each course and available to the students.

9/24/2007

Board of Public Education - Presentation

12

Distance Learning Continued...

- (a) When a teacher of distance, online, and technology delivered learning programs and/or courses does not possess the qualifications specified in (3), the facilitator must be licensed and endorsed in Montana in the area of instruction facilitated.
- (i) The provisions of (3) and (3) (a) shall not be effective until July 1, 2009.

9/24/2007

Board of Public Education - Presentation

13

DLTF Phase II

(Distance Learning Task Force Phase II)

Meeting Dates

Helena – Available by Vision Net

- October 25, 2007
- November 20, 2007
- January 15, 2008
- February 2008 (TBD)

Focus

- Teacher Qualifications/Dual Credit
- Flexibility/Quality/Supplement vs. Supplant
- Fiscal

9/24/2007

Board of Public Education Presentation

14

Board of Public Education
Distance Learning Task Force Phase II

October 25, 2007

1:00 p.m. – 4:00 p.m.

Montana School Boards Association – Conference Room
1 S. Montana Ave.
Helena, Montana

AGENDA

☀ **Welcome and Introductions**

☀ **Recap of DLTF Phase I**

☀ **Timeline**

1. October 25, 2007, Helena, 1:00 p.m. – 4:00 p.m.
2. November 20, 2007, Helena, 10:00 a.m. – 5:00 p.m.
3. January 15, 2008, Helena, 10:00 a.m. – 5:00 p.m.
4. February 2008, Helena, TBD, 10:00 a.m. – 5:00 p.m.

☀ **Phase II Layout**

3 Subgroups

1. Teacher Qualifications/Dual Credit
Peter Donovan
Linda Vrooman Peterson
Elizabeth Keller
2. Flexibility/Quality/Supplement vs. Supplant
Steve Meloy
TJ Eyer
Al McMilin
3. Fiscal
Joan Anderson
Madalyn Quinlan

☀ **Logistics**

SENATE BILL NO. 2

INTRODUCED BY WILLIAMS, GLASER, RYAN, RASER

A BILL FOR AN ACT ENTITLED: "AN ACT GENERALLY REVISING LAWS RELATING TO EDUCATION; ESTABLISHING A LOAN ASSISTANCE PROGRAM FOR AREAS WITH QUALIFIED EDUCATOR SHORTAGES; PROVIDING A SOURCE OF FUNDING FOR SCHOOL FACILITY IMPROVEMENTS; PROVIDING THAT MINERAL ROYALTIES PURCHASED THROUGH A LOAN FROM THE COAL SEVERANCE TAX PERMANENT FUND IN EXCESS OF THE AMOUNT NECESSARY TO REPAY THE LOAN BE TRANSFERRED FROM THE GUARANTEE ACCOUNT TO A SCHOOL FACILITY IMPROVEMENT ACCOUNT; ~~MAKING ALL KINDERGARTEN PROGRAMS OPTIONAL~~; PROVIDING FULL-TIME ANB FUNDING TO PUBLIC SCHOOL DISTRICTS FOR OPTIONAL ENROLLMENT OF STUDENTS IN A FULL-TIME KINDERGARTEN PROGRAM OFFERED BY A DISTRICT; PROVIDING STARTUP COSTS FOR FULL-TIME KINDERGARTEN; CHANGING THE METHOD FOR CALCULATING THE BASIC ENTITLEMENT FOR APPROVED AND ACCREDITED JUNIOR HIGH AND MIDDLE SCHOOLS; INCREASING THE QUALITY EDUCATOR PAYMENT AND EXPANDING ELIGIBLE INDIVIDUALS; PROVIDING INFLATIONARY INCREASES TO SCHOOLS; INCREASING THE PERCENTAGE OF GUARANTEED TAX BASE AID; PROHIBITING DIVERSION OF INDIAN EDUCATION FOR ALL FUNDS; REVISING THE GOVERNOR'S POSTSECONDARY SCHOLARSHIP PROGRAM; AUTHORIZING ONE-TIME-ONLY PAYMENTS TO SCHOOLS FOR PURPOSES OF CAPITAL INVESTMENT AND DEFERRED MAINTENANCE CONTINGENT ON THE AVAILABILITY OF FUNDS; PROVIDING A DISTRIBUTION MECHANISM FOR ONE-TIME-ONLY INDIAN EDUCATION FOR ALL MONEY; AMENDING SECTIONS 17-6-340, 20-1-301, 20-3-205, 20-7-117, 20-9-306, 20-9-311, 20-9-313, 20-9-314, 20-9-327, 20-9-329, 20-9-330, 20-9-366, 20-9-622, 20-26-602, AND 20-26-603, MCA; REPEALING SECTIONS 20-26-611, 20-26-612, AND 20-26-613, MCA; AND PROVIDING AN EFFECTIVE DATE AND AN APPLICABILITY DATE."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

NEW SECTION. Section 1. **Quality educator loan assistance program.** There is a quality educator loan assistance program administered by the board of regents through the office of the commissioner of higher education. The program must provide for the direct repayment of educational loans of eligible quality educators

1 in accordance with policies and procedures adopted by the board of regents in accordance with [sections 1
2 through 6].

3

4 **NEW SECTION.** **Section 2. Definitions.** For purposes of [sections 1 through 6], unless the context
5 requires otherwise, the following definitions apply:

6 (1) "Education cooperative" means a cooperative of Montana public schools as described in 20-7-451.

7 (2) "Educational loans" means all loans made pursuant to a federal loan program, except federal parent
8 loans for undergraduate students (PLUS) loans, as provided in 20 U.S.C. 1078-2.

9 (3) "Federal loan program" means educational loans authorized by 20 U.S.C. 1071, et seq., 20 U.S.C.
10 1087a, et seq., and 20 U.S.C. 1087aa, et seq.

11 (4) (a) "Quality educator" means a full-time equivalent educator, as reported to the superintendent of
12 public instruction for accreditation purposes in the previous school year, who:

13 (i) holds a valid certificate under the provisions of 20-4-106 and is employed by an entity listed in
14 subsection (4)(b) in a position that requires an educator license in accordance with administrative rules adopted
15 by the board of public education; or

16 (ii) is a licensed professional under 37-8-405, 37-8-415, 37-11-301, 37-15-301, 37-17-302, 37-22-301,
17 37-23-201, 37-24-301, or 37-25-302 and is employed by an entity listed in subsection (4)(b) of this section to
18 provide services to students.

19 (b) For purposes of subsection (4)(a), an entity means:

20 (i) a school district;

21 (ii) an education cooperative;

22 (iii) the Montana school for the deaf and blind, as described in 20-8-101;

23 (iv) the Montana youth challenge program; and

24 (v) a state youth correctional facility, as defined in 41-5-103.

25 (5) "School district" means a public school district, as provided in 20-6-101 and 20-6-701.

26

27 **NEW SECTION.** **Section 3. Critical quality educator shortages.** (1) The board of public education,
28 in consultation with the office of public instruction, shall identify:

29 (a) specific schools that are impacted by critical quality educator shortages; and

30 (b) within the schools identified in subsection (1)(a), the specific quality educator licensure or

1 preference in the award of loan repayment assistance to quality educators working in the specific schools that
2 are most impacted by quality educator shortages identified as provided in [section 3].

3 (2) [Sections 1 through 6] may not be construed to require the provision of loan repayment assistance
4 without an express appropriation for that purpose. [Sections 1 through 6] may not be construed to require loan
5 repayment assistance for school years prior to [the effective date of this section].

6
7 **Section 7.** Section 17-6-340, MCA, is amended to read:

8 **"17-6-340. Purchase of permanent fund mineral estate.** The department of natural resources and
9 conservation may purchase the mineral production rights held by the public school fund established in Article X,
10 section 2, of the Montana constitution for fair market value. If the department of natural resources and
11 conservation purchases mineral production rights, any royalty payments received by the board that are not used
12 to reimburse the coal severance tax trust fund for the loan used for purchasing the mineral production rights must
13 be deposited in the guarantee account provided for in 20-9-622 and transferred to the school facility improvement
14 account provided for in [section 8]."

15
16 **NEW SECTION. Section 8. School facility improvement account.** There is a school facility
17 improvement account in the state special revenue fund provided for in 17-2-102. The purpose of the account is
18 to provide money to schools to implement the recommendations of the school facility condition and needs
19 assessment and energy audit conducted pursuant to section 1, Chapter 1, Special Laws of December 2005, for:

- 20 (1) major deferred maintenance;
21 (2) improving energy efficiency in school facilities; ~~and~~ OR
22 (3) critical infrastructure in school districts ~~with changing student populations.~~

23
24 **Section 9.** Section 20-1-301, MCA, is amended to read:

25 **"20-1-301. School fiscal year.** (1) The school fiscal year begins on July 1 and ends on June 30. At least
26 the minimum aggregate hours defined in subsection (2) must be conducted during each school fiscal year, except
27 that 1,050 aggregate hours of pupil instruction for graduating seniors may be sufficient ~~or a minimum of 360~~
28 ~~aggregate hours of pupil instruction must be conducted for a kindergarten program, as provided in 20-7-117.~~

29 (2) The minimum aggregate hours required by grade are:

30 (a) 360 hours for a half-time kindergarten program or 720 hours for a full-time kindergarten program, as

1 endorsement areas that are impacted by critical quality educator shortages.

2 (2) The board of public education shall publish an annual report listing the schools and the licensure or
3 endorsement areas identified as impacted by critical quality educator shortages, explaining the reasons that
4 specific schools and licensure or endorsement areas have been identified and providing information regarding
5 any success in retention.

6 (3) Quality educators working at schools identified in subsection (1) are eligible for repayment of all or
7 part of the quality educator's outstanding educational loans existing at the time of application in accordance with
8 the eligibility and award criteria established under [sections 1 through 6].

9

10 **NEW SECTION. Section 4. Loan repayment assistance.** Loan repayment assistance may be provided
11 on behalf of a quality educator who:

12 (1) is employed in an identified school described in [section 3(1)]; and

13 (2) has an educational loan that is not in default and that has a minimum unpaid current balance of at
14 least \$1,000 at the time of application.

15

16 **NEW SECTION. Section 5. Loan repayment assistance documentation.** (1) A quality educator shall
17 submit an application for loan repayment assistance to the board of regents in accordance with policies and
18 procedures adopted by the board of regents. The application must include official verification or proof of the
19 applicant's total unpaid accumulated educational loan debt and other documentation required by the board of
20 regents that is necessary for verification of the applicant's eligibility.

21 (2) A quality educator is eligible for loan repayment assistance for up to a maximum of 4 years. The total
22 annual loan repayment assistance for an eligible quality educator may not exceed \$3,000. The board of regents
23 may require an eligible quality educator to provide documentation that the quality educator has exhausted
24 repayment assistance from other federal, state, or local loan forgiveness, discharge, or repayment incentive
25 programs.

26 (3) The board of regents may remit payment of the loan on behalf of the quality educator in accordance
27 with the requirements of [sections 1 through 6] and policies and procedures adopted by the board of regents.

28

29 **NEW SECTION. Section 6. Funding -- priorities.** (1) If the funding for [sections 1 through 6] in any
30 year is less than the total amount for which Montana quality educators qualify, the board of regents shall provide

EXECUTIVE SUMMARY

DATE: SEPTEMBER 2007

PRESENTATION: Quality Educator Loan Assistance

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: Senate Bill 2, approved during the Special Session of the 60th Montana Legislature, contains provisions for a quality educator loan assistance program. This presentation will include information about the responsibilities of the Board of Public Education and the Office of Public Instruction in the implementation of this program. In addition, information will be presented about the process to develop data for the program and about the expected schedule for completion of a recommendation to Superintendent Linda McCulloch and the Board.

REQUESTED DECISION(S): None at this time

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

The 2006–2016 KWF/IFTF Map of Future Forces Affecting Education is intended to help you think about the future of education in the United States in an engaging and constructive way. The map presents a forecast of external forces that are important in shaping the context for the future of public education and learning in the next decade. It is an outside-in perspective that will help reframe current critical challenges related to education in a broader, longer-term context of change. Your task is to use the map to create compelling stories about how education may evolve in this future context.

In essence, this map is a conversation catalyst. It is a thinking tool for telling provocative, insightful stories about the future of education, rather than a definitive representation of a single future. Its purpose is to spark new conversations about education, engage a broader audience, and provide a common framework to explore innovations, new solutions, and experiments. Using the map this way, you don't have to agree with each trend to find the map useful. Assume that a trend is a reasonable possibility and work from that perspective.

Think FORESIGHT to INSIGHT to ACTION

This thought process will help you pull threads from the future into the present in meaningful and actionable ways.

Using a marker or sticky notes, identify spots on the map that resonate with you as you think about your role in education or the issues that matter to you most. These may be specific trends on the map or combinations of trends. Why do these trends resonate with you? What questions do they raise about the future of education?


For each highlighted spot, imagine the implications for stakeholders, providers, and beneficiaries of public education. What is the deeper meaning of this trend for education or your organization? These insights may form the basis of a strategy for your organization or group.

For each insight, develop a list of possible strategic actions, including new research, partnerships, competencies to develop, communications plans, and programs.

A KEY TO ELEMENTS ON THE MAP

TREND
Trends are the core of the map and represent major shifts, new phenomena and concepts, and driving forces that will shape the future context of education.

Hotspots are trends that we think have broad impacts on education and make good starting points for exploring the map.

 Dilemmas are problems that can't be solved and won't go away. They require new strategies that go beyond either-or thinking.

Welcome to the 2006–2016 Map of Future Forces Affecting Education prepared for KnowledgeWorks Foundation by the Institute for the Future (ITF).

Public education in the United States is at a critical crossroads. The knowledge economy and globalization continue to challenge the basic industrial-era assumptions upon which most public schools, curricula, and evaluation mechanisms are based. New interactive digital media are diffusing rapidly, even in lower-income communities, fostering a youth media culture that is crashing into schools and educators like a tsunami, raising issues of privacy, pedagogical relevance, and equity. Student performance is inconsistent across the country, and average U.S. performance indicators lag disappointingly behind those of other countries.

KnowledgeWorks Foundation commissioned this map because we believe that excellent education is critical to the future. We bring to the map our passionate concern for certain fundamental values—high expectations, high quality, public engagement in public education, and equal opportunity for all, especially for those who have been denied opportunity in the past. These are at the center of our own strategic planning around the map. But we also think it is time for education strategy to be more proactive, and to pay more attention to how the world is changing. We are sharing the map with other catalysts for change in education because we hope it will also inspire them to take advantage of the possibilities opened by trends affecting families, communities, markets, institutions, educators, learning, tools, and practices.

For more information about this map and the series of workshops, navigational tools, and resources that complement it, please visit www.kwfdn.org/map or contact Barbara Diamond (ldiamondb@kwfdn.org) or Andrea Saveri (lasaveri@iftf.org).



Local value grows

Economies of group connectivity—combined with fears of globalism, political gridlock, and concern over dominance of big business—will create a revival of localism. Interra's card-based payment system develops deep links across merchants, local nonprofits, and community organizations to retain more dollars within communities. Renaissance Health uses e-mail, mobile telephony, and in-person visits in a new model of primary care based on intimate, real-time communication between doctors and families.

Youth media defines community networking

Millennial (Gen Y and Z) smart networkers will push the organizational edge for employers and community leaders. Their experiences with shared presence through instant messaging and video chat, gaming as a structure for thinking and interacting, and multiple digital and physical worlds will create new modes of work, socializing, and community learning that stress cooperative strategies, experimentation, and parallel development.

Families become deeply diverse

Communities will need to learn how to negotiate more complex and layered identities as citizens develop a range of affinities based on attributes in addition to race, ethnicity, education, and income. Genetic history, mixed families, household diversification (multi-racial, multi-generational, same-sex, adoptive), and religious personalization create multiple layers of identity that define a complex topology of ideas and values. Developing forums for building bridges across extreme, often polarizing, ideological perspectives will be a major challenge for community institutions.

It's harder to be healthy

It will be increasingly difficult—and expensive—for people to achieve good health. Developed economies are beset by chronic diseases such as obesity and diabetes. Poor urban residents in the United States with marginal access to fresh foods, green spaces, and pollution-free environments will suffer disproportionately. More children will need access to ongoing medical care but in ways that don't impact their ability to participate fully in school.

Humans become an urban species

During the next decade, more than half of the world's population will live in cities. The shift to cities will be greatest in developing countries, yet small cities with populations less than 50,000 will be among the fastest growing in both the developed and developing worlds. The emerging megacities will constitute an urban wilderness presenting extreme conditions that will require existing institutions to provide new infrastructures (physical and social) and develop new adaptive strategies.

Urban environments become VUCA focal points

The VUCA environment—volatile, uncertain, complex, and ambiguous—touches all institutions and community members, including schools. In extreme urban areas decimated by poverty, pollution, and economic instability, public schools become the zone of health and security—physical, intellectual, and emotional. Schools will be expected to play a leadership role in addressing the interrelated issues of learning, health, and civic intelligence.

The community becomes the classroom

Ubiquitous computing and wireless connectivity, embedded in physical environments, will turn physical places into aware contexts—environments that recognize people, information, and activities, and then respond appropriately. As place-based information becomes more accessible, educational services will be customized to place, making learning increasingly visible in the community.

The market values learning

Learning becomes a key customer filter that shapes decisions in the market across income categories, expanding markets adjacent to public education. Leveraging networking tools, open knowledge repositories, and peer-to-peer production methods (rather than hierarchical production systems), learners and educators will increasingly experiment with sharing and exchanging learning resources across market boundaries growing a more integrated learning economy. Models for organizing learning experiences over time will diversify and extend beyond those found today in private, parochial, home schooling, and charter schools.

Public schools become hubs in value networks

Lower network-coordination costs make it cost-effective to meet the needs and desires of "long-tail" niche markets in industries as diverse as music, health, and education. Numerous and diverse niche markets of learners become targets for all sorts of providers of learning experiences in the expanding learning economy (public, private, parochial, charter, home and other informal schools, and commercially based providers). Value network mapping becomes an important tool for tracking the exchange of tangible and intangible learning assets that flow between public schools and the rest of the learning economy. These exchanges create richer relationships between public schools and the community.

People make their own worlds

Extending the trend toward choice and customization in everything from media and appliances to food, health, and education, people are becoming more active participants in creating their own worlds, whether it means do-it-yourself home projects, peer-to-peer media exchanges, or open-source collaboration. The result: a much more personalized world.

Education becomes a health issue

Major impediments continue to plague the traditional U.S. health care system, from uninsurance to shortages of health workers and administrative waste. While an aging population redefines consumer markets in terms of health benefits, children's health status and needs redefine and reprioritize educational agendas, including school lunch programs, nutrition curriculum, physical education, school health staff, and onsite health services. Children's health issues create an opportunity for radical change in public schools.

Infrastructures are flexible and localized

In a world of rapid urban growth, constrained urban resources, and increasing mobility, building and maintaining basic infrastructure will be an ongoing challenge. The concept of permanent, large-scale infrastructure will likely give way to more temporary, localized, and ad hoc solutions—in effect creating temporary structures for bounded purposes or lightweight, portable, and personalized infrastructures. This is true for infrastructures like telecommunications and energy, but will be increasingly true for social, economic, and political structures as well like micro-finance and micro-insurance, home-based health care, small schools, and even micro-learning structures. Technologies and structures that were once intended to provide independence for rural areas could well become tomorrow's urban solutions.

New norms create new expectations for childhood

Hyper-parenting will continue to spread and intensify as genetic report cards and body modification with technologies that build the capacity of children become mainstream. These enhancements will create new ideals for "the normal child"—with new kinds of cognitive divides. For example, kids with access to digital appliances, pharmaceuticals and nutritional supplements, and even surgeries and implants may think differently than kids without access.

Communities create common-pool resources

Common-pool resources (e.g., grazing land and fisheries), are non-excludable and subtractable—that means everyone has access to them and individual users can deplete or damage the resources if they are not managed properly. Elinor Ostrom's pioneering work shows there are principles for creating institutions for collective action that maintain and nurture successful commons. Innovative communities, like the eLearning city in Espoo, Finland, treat their educational resources as a commons—a resource maintained by the community that sustains the community's innovative drive. How would public educational and learning resources (teachers, facilities, students, funding) change if they were treated as common-pool resources?

Unbundled education supports personalized learning

The convergence of networks, emergent self-organization, and cooperative strategies sets the stage for a host of new business models that function as platforms for value creation among distributed knowledge workers, innovative users, and customers. eBay doesn't sell anything, but it provides a platform for buyers and sellers to meet, for individuals to develop careers as Power Sellers, and for third-party businesses, like Picture It Sold, to prosper. Schools and districts that become open platforms for development of innovative and diverse learning models will have a distinct advantage.

Urban frontiers as innovation zones

An open economy empowers innovation at the periphery—it allows individuals with local, tacit expertise to effect change on the whole system through locally appropriate solutions. MIT's FabLab does this by bringing personal fabrication tools to rural India or remote Norway and helping residents innovate in ways that fit their distinct needs. Lightweight infrastructures will provide modular, flexible systems for urban social entrepreneurs, cutting-edge thinkers, and expert users to customize meaningful local solutions that could become sources of innovation for school districts.

Everyone is a donor or lender

New bottom-up financial infrastructures will leverage social accounting tools, reputation systems, and peer-to-peer connectivity creating access to credit, savings, and insurance for urban residents cut off from traditional institutions. Developing alternative funding strategies will become more important as education competes with health and disaster response for funds. Microfinance experiments will utilize social networks to secure loans in communities where traditional lending practices may not succeed, like those pioneered in developing countries by the Grameen Bank. Prosper Market models itself on eBay, matching prospective lenders with borrowers. Aggregation of microtransactions, such as those initiated with eScrip and School Pop, will become more sophisticated and targeted. Web-based fundraising taps the social networks of potential donors, such as Omidyar Network's DonorsChoose that allows individuals to donate in-kind to schools.

The built environment becomes instrumented and responsive

Sensor-based technologies that currently track resources and manage logistics, will also be used to monitor and manage the complex, interacting environments of daily life including homes, workplaces, and schools. With ubiquitous wireless Internet access, location-based information, and displays everywhere, schools become adaptive learning environments that respond to the changing needs of administrators, students, and their families. Facilities management becomes a strategic function, working collaboratively with those involved in curriculum development, technology integration, and pedagogical objectives.

Knowledge collectives catalyze innovation

Look to new forms of innovation networks that support open aggregation and remixing of knowledge—idea markets like Innocentive that match problem solvers with solution seekers or design collectives like ThinkCycle that match the needs of NGOs with design schools around the world. Creative Commons licenses offer flexible means of managing copyrights that protect creators but extend unfettered use of innovations. Government agencies can focus on removing barriers and encouraging innovation networks to form. Educational innovation zones will emerge that spark regional trade in pedagogical specialties.

Educational careers forge new paths

As education is unbundled into a constellation of functions and roles to meet the needs of the emerging learning economy, the teaching profession will experience a creative breakout. New administrative, classroom, and community roles will differentiate educational careers, attracting new entrants and providing new avenues for experienced educators to branch out—as content experts, learning coaches, network navigators, cognitive specialists, resource managers, or community liaisons. Interactive media will link diverse groups of educators and students in ad hoc groups to perform new kinds of collective assessment and evaluation of both students and educators.

Personalized learning focuses on the craft of teaching

Personalized learning plans will leverage new media, brain research, and school structures to create differentiated learning experiences based on individual needs. Interactive and collaborative digital spaces, such as wikis, will provide shared learning portfolios where students, educators, parents, and other learning stakeholders can perform assessments and real-time interventions. New classroom approaches will be controversial for many teachers because they will require “unlearning” many basic assumptions about the nature of teaching. Unions may resist the diversification of educator roles or embrace it as an opportunity to be real leaders of change.

Youth pioneer new urban survival skills

In VUCA communities, youth will become the mentors for older community members in new methods of urban survival including urban computing, urban agriculture, and new literacies for building cooperative strategies. Combined with a growing youth media culture, youth may develop a public voice at younger ages, even becoming influential in political or religious movements.

Public places become personal spaces

This decade will become the decade of information in place—geocoded data will be linked through the Internet and accessible through a variety of mobile tools from cell phones and PDAs to augmented-reality devices (like eyeglasses). The result will be an increasingly first-person view of places, where rich streams of personalized media “redraw” streets, storefronts, schools, and community locations. Educational content and curriculum will become context-specific, aligning personal learning needs with places.

Learning gets physical

Digital—physical fusion enables the community to truly become the classroom. Learning has always had physical and emotional components that have been minimized as computers isolate students from each other, teachers, and the real world. Now technology enables mediated immersive learning. Students learn while moving through real environments with the mobile technology—so their cognitive apprenticeship involves not only their brains, but also their bodies in informal learning environments.

Technologies of cooperation leverage the open economy

An emerging set of social technologies—from mobile computing and reputation systems to open, collective knowledge repositories and peer-to-peer production—is greatly expanding our human capacity to cooperate. These technologies will drive experimentation with new forms of economic production, social organization, and civic governance. Specifically, cooperative technologies facilitate group formation, network building, transparency, aggregating distributed resources, and leveraging self-interest to create broader social value.

Smart mobbing becomes a primary social-networking skill

Communities and families will become differentiated by their ability to catalyze collective action and mobilize resources for specific and targeted priorities. Smart mobs, self-organizing swarms, and other hybrid ad hoc groups will become familiar social forms that guide civic action and change communities.

Media become personal and collaborative

As economic identity shifts from consumer to creative producer, digital technology will turn the world of media into a very personal world. Increasingly, people will take advantage of simple tools and a worldwide platform to express themselves in everything from blogs (personal Web pages) and wikimedia (Web pages that can be edited by anyone) to podcasting (sharing audio or video files for downloading to iPods), machinima (remixed animated computer games), and mashups (video, music, or graphic media that are re-mixed). The social nature of these tools will encourage sharing, appropriating, and reinventing others' inventions in a rapid stream of collaborative innovation. The impacts of this innovation will run deep in our social and economic systems.

Toolkits drive a do-it-yourself culture

The prevalence of DIY toolkits will grow among the media and information exchanged in the burgeoning sharing economy. Whether they are instructions for hacking your TiVo, managing your glycemic level, or designing a lesson on the solar system, DIY toolkits will support a society of home producers and locally grown value.

Disciplines of readiness focus on building resilience

A VUCA world demands preparedness and clarity for unexpected futures. Personal life skills such as rescripting a coherent, meaningful narrative of one's personal life path outside of traditional social family and lifecycle norms become critical for navigating the surprises of VUCA. Communities will respond to VUCA with participative forms of governance, such as the bottom-up, participatory budgeting practice in Porto Alegre, Brazil, which has lifted the city to one of the best places to live in Brazil. Developing a culture and practice of readiness for students, families, and communities becomes a core function of public schools in VUCA communities.

Life and learning become serious games

As the barriers between physical and digital spaces come down, people will move seamlessly between digital game spaces and urban neighborhoods. The intermingling of world building (alternate reality) games and real-life interactions in physical-digital space will create a culture of layered realities, where strategies from the worlds of gaming and simulation will increasingly be employed in non-game situations. For learning, this means that the cooperative, critical-thinking, and problem-solving practices encouraged in digital games will make serious games a key form of pedagogy.

Key Environmental Shifts

Behind the forecasts on this map are some clear shifts that characterize the general directions of change that will have impacts on education.

Moving From:

Hierarchical structures



Moving Toward:

Hybrid networks and hierarchies (heterarchies)

Centralized control



Empowered periphery

Blue-ribbon panels



Context-based experience and tacit knowledge

Measuring resources and assets



Mapping flows of value and benefits

Solving discrete problems



Managing ongoing dilemmas

Individual computing



Participatory media

Proprietary knowledge and resources



Collectively generated and managed knowledge

Computer labs



Pervasive, media-rich learning

Consumer culture



Do-it-yourself culture

Acute illness



Chronic illness

Service providers



Platform developers

Stable professions



Dynamic, entrepreneurial professions

Ubiquitous, monolithic infrastructure



Lightweight, smart, ad hoc infrastructure

One size fits all



Custom fit

Design for average users



Design with expert users

2006-2016

Drivers of Change

GRASSROOTS ECONOMICS

From economies of scale to economies of groups

Grassroots economics is an emerging set of rules for creating value from collaboration more than negotiation, from bottom-up rather than top-down processes, and from shared resources rather than private property. *What existing and new players can catalyze grassroots education innovation?*

SMART NETWORKING

From informed citizens to engaged networkers

At the intersection of traditional social-networking and connective technologies is an emerging skill set of engaged networking—the ability to form ad hoc groups and catalyze communities of action using personal interactive media. *How will engaged networkers transform education?*

STRONG OPINIONS, STRONGLY HELD

From a global media culture to a splintered fundamentalism

As media channels fragment and subcultures form around common interests, strong opinions will be reinforced by strong social networks—with a tendency toward more fundamentalist views of complex problems. *Where will strong opinions intensify tensions around core educational issues, triggering tipping points that cause major disruptions—both positive and negative?*

SICK HERD

From steadily improving quality of life to increasing signs of distress

With population density increasing dramatically, environmental crises looming, and a more interconnected global society that buffers population less, there are increasing signs that the human herd is not healthy. *What role might education play in addressing health problems?*

URBAN WILDERNESS

From predominantly rural to predominantly urban spaces

This decade, as the urban population surpasses the 50% threshold worldwide, megacities and rapidly growing smaller cities will face unprecedented challenges in managing wealth, health, infrastructure, and social discontent. *How will people's needs and strategies to adapt in extreme cities reshape urban schools?*

THE END OF CYBERSPACE

From physical versus digital to seamlessly physical and digital

Places and objects are becoming increasingly embedded with digital information and linked through connective media into social networks. The result is the end of the distinction between cyberspace and real space. *What opportunities do newly animated, responsive environments and immersive media present to urban schools and communities?*

FAMILY & COMMUNITY

A NEW LOCALISM

Local communities become the focus of experiments in sharing for "gift" economies, sustainable environments, and new civic processes.

RENAISSANCE HEALTH

Customer-oriented,
local primary care delivery

www.renhealth.net

Interra

Regenerative commerce
multiplies local community wealth

www.interraproject.org

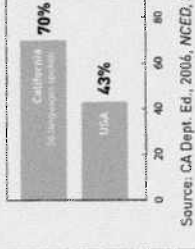
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FRAGMENTING PREFERENCES

GEN Y ATTRIBUTES

- Serious gamers
 - Skilled multi-taskers
 - Agile decision makers
 - Flexible with change
 - Social networkers
 - Cooperators
- Gen X - e-mail, face-to-face
Gen Y - instant messaging, shared presence
Gen Z - simulation, role playing games, alternate realities

Ethnic Diversity in Public Schools
(Percent non-white)



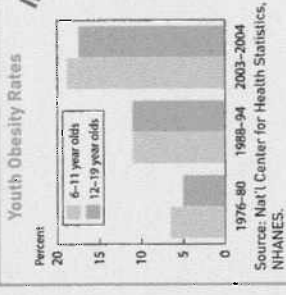
EXTREME DIVERSITY

Genetic history, health status, specific illness, and household structure will be important criteria for affiliation, in addition to race, language, and economics.

SEEKING SPIRITUALITY

A renewed emphasis on personal growth, values, and ethics across the ideological spectrum.

Youth Obesity Rates



INCREASING CHRONIC ILLNESS

40% of public school students need mental health care

Source: NSBA, American School Board Journal, Dec. 2003

• VUCA COMMUNITY

BIO-DISTRESS

- Re-emerging diseases
- Massive pollution
- Bioweapons
- Extreme climate variability

Economic instability, lack of shared norms, weakening infrastructure challenge urban communities to redefine sustainability

Volatility
Uncertainty
Complexity
Ambiguity

VISIBLE COMMUNITY LEARNING

Students and teachers make the community the classroom, transforming the status of learning in communities.

EXTENDED CHILD

Adapting to extend more parents' involvement with their kids via new technologies, a new expectation of kinds of divide:

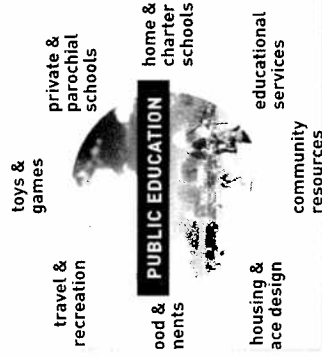
URBAN LEARNING COMMONS

Educational and learning resources are treated as critical common-pool resources (much like clean water, healthy oceans, and fertile land) necessary for sustainability in an innovation-driven economy.



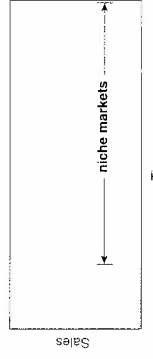
Leveraging institutional predictability & network adaptability

The knowledge economy and a growing consumer value on personal growth drive a diverse market for educational and learning experiences, ranging from food, toys, and games, to housing and travel.



THE RISE OF LONG-TAIL ECONOMICS

Niche markets become cost-effective to serve, enabling personalization.



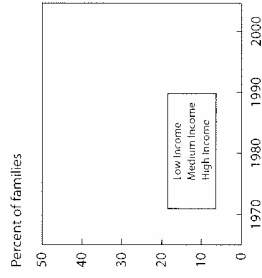
Source: Chris Anderson, *The Long Tail*.

Achieving standards & personalization

More people reject mass product and service offerings, including education, engaging in do-it-yourself projects.

INCREASING ECONOMIC INSTABILITY

Reconciling extreme diversity & deep localism



Source: The Brookings Institution, June 2006.

LIGHTWEIGHT INFRASTRUCTURES

Lower coordination costs and smarter and lighter components create flexible infrastructures that focus on local needs and enable urban revitalization.



Source: Laptop.org

The \$100 laptop

CHEAP MOBILE DEVICES

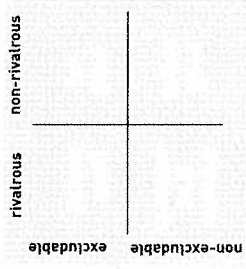
Lower priced laptops, PDAs, cell phones, and iPods create a new, customizable platform for learning content and interactive curriculum.

Home environments, seek ways to augment pharmaceuticals, digital surgeries, creating of normal and new



INSTITUTIONS

Peer-to-peer distributed c and social-a systems ena strategies fo tragedy of th



Source: Elinor Ostrom, *Governing the Commons*, 1990.

UNBUNDLED EDUCATION

Open content and curriculum, social media, and communities of action redefine the role of schools and their distinct identity.

- Network hubs
- Resource coordination
- Ongoing assessment
- Managing student development

PERSONALIZED LEARNING PLANS

New brain research and data-driven assessments enable intentionally differentiated learning experiences to meet distinct student needs.



Achieving standards & personalization

More people reject mass product and service offerings, including education, engaging in do-it-yourself projects.



Learning Lab

Collaborative teaching and learning frameworks

stanford.edu/consulting/tools/etolol



Learning Sciences and Brain Research

A forum for building bridges between educators and neuroscience

www.teach-the-brain.org



Facsimile Beautiful Youth Environments

ALTERNATIVE FINANCIAL MODELS

Peer-to-peer lending, social-network based credit, and micro-insurance create new opportunities for urban poor to gain financial stability.

SOCIAL CITIES

More cities succumb to lawlessness as service infrastructures fail and social fabrics tear.

FERAL CITIES

Cities that place a premium on connectedness, stability, and participatory democracy thrive.

KINETIC LEARNING IN CONTEXT

Digital-physical fusion creates new ways of learning through emotion and movement and creates new relationships among learners and their communities.



DISTRIBUTED INNOVATION

Innovation networks, solutions markets, incubators, and Creative Commons licenses tap experts, entrepreneurs, and positive deviants who break rules in order to revitalize innovation in education.

www.thinkcycle.org

FOR COLLECTIVE ACTION

networks, communication, accounting, and new ways of avoiding the common.

COLLECTIVE ASSESSMENT

New methods of group intelligence and problem-solving harness diverse educators to create rapid student assessment based on quantitative and qualitative learning outcomes.



Supporting children's rights & changing their roles

PEDAGOGY

an active role in their learning. portfolios

real-time updates input

New roles, processes, and relationships in the learning economy spawn new career paths in education.

- Content experts
- Learning coaches
- Network navigators
- Classroom managers
- Cognitive specialists

CROSS-MENTORING FOR URBAN SURVIVAL

Urban youth peer groups pioneer successful strategies for navigating extreme urban life.



Source: pacomabeautiful.org

FIRST-PERSON VIEW OF GEOGRAPHY



Source: IFIT

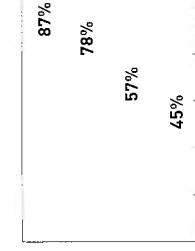
Targeted information, embedded in place, turns each location into a personal space. Watch for schools, malls, and neighborhoods, to become digitally tagged for learning.



Integrating digital natives & digital immigrants

SERIOUS GAMES

World-building, alternate reality games, and other forms of digital play create a new mode of pedagogy.



Source: Pew Internet and American Life Project, 2005

MEDIA-SAVVY YOUTH

Participatory civic practices reframe community priorities.

PARTICIPATORY GOVERNANCE

People expect more health benefits from products and services, including from their schools, teachers, and neighborhoods.

HEALTHY SHOPPING



Source: Paulino Menezes/Terra Viva

RESCRIPTING LIFE

The standard narratives of adolescence, early adulthood, and post-retirement get rewritten.

PERSONAL DIGITAL MEDIA

- Collaborative, social, and interactive:
- Web logs, photo logs, video logs
- Wikis
- Podcasting
- Machinima, mashups

www.myspace.com



SMART MOBBIING

www.meetup.com

Increase in skills of local businesses, health practitioners, parents, educators, and activists to form ad hoc groups to break the rules and catalyze change.



NETWORKING 10

Six key factors:

- Group participation
- Making referrals
- Online lifestyle
- Personal mobile computing
- Uses location-based applications
- Computer connectivity

OPEN ECONOMY PRINCIPLES

- Empower the periphery
- Connect network nodes
- Leverage self-interest
- Support self-directed work
- Build transparency and trust

TECHNOLOGIES OF COOPERATION

Enable networks of groups to form and create new economic, social, and political structures.

- Mobile computing
- Social-accounting and reputation tools
- Knowledge collectives
- Peer-to-peer production

Existing Mentoring Programs

1. Is mentoring required for new educators

- Yes
- No

2. How many years has your mentoring program been in place?

3. What type of Mentoring Program does your district have (choose up to three most prominent)?

- Formal mentoring program planned and operated by the district office staff
- Informal district-wide mentoring activities, planned and operated by district and/or building staff
- Formal building-based program planned and operated by individual building administration
- Informal building-based activities planned and operated by individual building administration
- Formal building-based activities planned and operated by individual departments or grade levels
- Informal building-based activities planned and operated by individual departments or grade levels
- Others, please describe

4. Who trains mentors in you district (check three most prominent)?

- District personnel
- Building personnel
- Experienced mentors in the district
- Representative from a teacher preparation program
- Representative from a Education Co-Op
- Other outside trainer, please specify:
- No Training
- Unsure

5. What sources of funding are used to support the program (check all that apply)?

- Education Co-Op Services
- State Government
- District Funds
- Building Funds
- Faculty on Campus
- Faculty of Educator Preparation Program
- Other private businesses
- Teacher Association
- No Funding
- Others (please specify)

6. What teachers are required to participate in mentoring program?

- Voluntary only
- All new teachers (no experience in profession)
- New to the district

- New to the building
- New to the content area
- Those identified with deficiencies
- Other

7. Is mentoring considered part of the district's Comprehensive Education Plan (5 year plan)?

- Yes
- No

8. Is the mentoring program district-wide, or limited to specific schools within the district?

- District-Wide
- Specific Schools

9. Has the mentoring program impacted retention of teachers in the school/district? (please specify)

- Positive impact
- No impact
- Negative impact
- Unable to determine impact

10. How does the district evaluate the effectiveness of the mentoring program?

11. Is the mentoring program perceived as a positive program within the district?

- Very positive
- Positive
- Neutral
- Somewhat negative
- Very negative

No existing mentoring program

1. Do you think mentoring should be required for new educators?

- Yes
- No

2. Teacher attrition due to beginning teachers leaving the profession or transferring to other districts can affect school districts in many ways. Which of the following effects has your district experienced? (check all that apply)

- An over all teacher shortage in the district
- Teacher shortage in certain grade levels, content areas, or specializations
- Negative effects on students or faculty
- An increase in teacher training costs
- Other
- Attrition of beginning teachers is not a major concern to this district.

3. Which of the following motivations do you feel would prompt your district to provide mentoring support to beginning teachers? (Circle top three)

- Teacher requests for mentoring activities
- Building requests for mentoring activities
- Teacher preparation program request for mentoring activities
- Desire to increase students achievement through mentoring activities
- Need to improve retention of beginning teachers
- Need to attract new staff to the district
- Need to improve skills and knowledge of beginning teachers
- Desire to build collegial culture among teachers
- Compliance with state policy
- Response to research results showing benefits of mentoring
- Others, please explain:

4. What policies and practices do you see that may be barriers to mentoring?

- Experienced educators unwilling to mentor or they lack the time to do so
- District/Building administrators unwilling to oversee program
- Training or stipends for educators limited
- Resources/materials scarce or unavailable
- Beginning teachers might not be interested in being mentored
- State guidance/aid limited
- Time is unavailable
- Other

5. Who would you like to see involved in the creation of a mentoring program?

- District Administrators
- Building Administrators
- Faculty in individual building departments or grades
- Faculty of educator preparation programs (college or university)

- Parents
- Other private parties(businesses, foundations, donations
- Retired teachers
- Teacher association leaders
- Other

6. What would be the biggest incentive to be a mentor?

- Appropriate compensation
- Materials or equipment
- Training for mentors
- Time devoted to meet with administrative staff, beginning teacher, or other mentors
- Knowing you are making a positive contribution to our school
- Personal satisfaction

7. How long do you feel protégés should be under guidance?

- 1 year
- 2-3 years
- 4-5 years
- Varies by protégés needs

8. Who do you feel should train mentors in your district?

- District personnel
- Building personnel
- Experienced mentors in the district
- Representative from a teacher preparation program
- Representative from a Education Co-Op
- Other outside trainer, please specify:
- Varies by protégés needs
- Unsure

9. What needs to be changed in schools to make mentoring possible?

Twenty-Fifth Annual Western States Certification Conference

CELEBRATING 25 YEARS

The first WSCC, organized and sponsored by Dr. Donald Hair, was held in 1982 at the Tyee Hotel in Olympia, WA. With the exception of 1983, WSCC has met each year since then. Dr Hair sponsored all of the WSCC conferences until 2001 when Dr. Ted Andrews assumed that responsibility.

For 25 years, those attending the WSCC Conferences have praised the programs, the locations and the opportunities to meet informally with their Western States' friends and national colleagues. Mark your calendars and plan to join the celebration.

When:

January 9-11, 2008

WSCC will begin WEDNESDAY at 8:00 am,
and conclude FRIDAY at noon.

Where:

SPA RESORT HOTEL, Palm Springs

SPA RESORT HOTEL Reservations: 1-800-854-1279

Note:

The site for the 2008 WSCC conference was scheduled to be held at the refurbished Palm Springs Holiday Inn. The official opening for the Holiday Inn has been delayed, however, making it necessary to find another facility. Hopefully you will find the SPA RESORT HOTEL equally satisfying.

Call now to reserve your room at the SPA RESORT HOTEL. Rates for the conference have been arranged at \$120 a night (single or double) through December 18, 2007, as long as space is available. In order to obtain this special rate, be sure to mention the WSCC Conference.

The \$120 rate is available January 7, 8, 9, and 10. Rooms are available the weekend before and the weekend after WSCC, but at higher rates.

Who Should Attend

The Western States Certification Conference (WSCC) Annual Conference brings together educators primarily from the National Association of State Directors of Teacher Education and Certification (NASDTEC) Western States to learn about and report on professional education and certification issues.

Individuals associated with state education agencies, college and universities, transition to teaching programs, school district teachers and administrators, professional organizations, local education agencies, and national teacher-professional associations also participate by presenting and attending.

Conference Registration

To register, please complete the registration form, below, and send payment directly to T.E. Andrews and Associates.

The conference fee is \$299 if paid before December 9, 2007, or \$319 if paid after December 9, 2007. Included in the fee will be three breakfasts, one lunch, breaks and receptions.

To Obtain Conference Agenda

For draft copies of the program and/or any questions,

Contact Ted Andrews via e-mail (TedA32@aol.com) or at 360-438-9313.

Program

Chancellor, California State University

Dr. Charles B. Reed, Chancellor of the California State University (CSU), will be the WSCC keynote speaker. He is the chief executive officer of the country's largest senior system of public higher education, providing leadership to 46,000 faculty and staff and 417,000 students on 23 campuses and seven off-campus centers. The CSU, which spans the entire state of California, has an annual budget of more than \$5 billion.

Since Dr. Reed became Chancellor, 1998, the CSU teacher education programs, that prepare approximately 60 percent of California's teachers and 12 percent of the teachers in the other 49 states, have grown by 65 percent.

Dr. Reed previously served as Chancellor of the State University System of Florida (1985-98), and in the executive office of Florida's governor as chief of staff (1984-85), deputy chief of staff (1981-84), director of legislative affairs (1980-81) and education policy coordinator (1979-80). Earlier, he worked in the Florida department of education, was a staff member for the American Association of Colleges of Teacher Education and was a professor of education at George Washington University.

Dr. Reed brings to WSCC a unique combination of commitment and experience in teacher education, political realities and administrative leadership.

Update on Federal Education Legislation

Dr. Penelope Early, Director, Center for Education Policy, Professor, Graduate School of Education, George Mason University Virginia, has agreed to make two presentations.

The first will be her annual update on No Child Left Behind and the potential for future education legislation. By the time WSCC convenes, the presidential primaries will be underway. In her candid and vivid style Dr. Early will describe her perspective on what we can anticipate from our leaders in Washington, DC in 2008.

Her second presentation will be "The Disconnect between Higher Education and K-12." Dr. Early believes that the answer to this current challenge can be understood by reviewing the historical development of both institutions.

Certification

The major focus at the 2008 WSCC will be Certification issues as discussed and presented by educators from the Western States and national leaders. The Western States NASDTEC representatives and attendees at previous conferences have proposed the specific topics that will be addressed during this conference. They include:

Alternative Certification

Reciprocity

Performance Assessment

The “Highly Qualified” Teacher

Developing Special Education Standards

Distance Learning

Recognizing Priorities

Remembering

A session will be devoted to the work of Dr. Del Schalock of Western Oregon University, who passed away during the past year. Dr. Schalock and his colleagues’ development of “work samples” is influencing professional education programs not only in the Western States but also across the United States.

Bong Hits 4 Jesus

Many of you are may be familiar with the controversial “Bong Hits 4 Jesus” case decided by the Supreme Court in June 2007. The case began when Joseph Frederick, then 18 (2002), unveiled a 14-foot paper sign on a public sidewalk outside his Juneau, Alaska high school. Principal Deborah Morse confiscated the sign and later suspended the student. The issue involved the extent to which the

student's free-speech rights were violated and the discretion schools should be allowed to limit messages that appear to advocate illegal drug use (CNN).

The Supreme Court, in a split decision, ruled against the former high school student. A panel organized by Dr. Lawrence Lee Oldaker, Professor Emeritus, University of Alaska Southeast, will present the relevant education issues addressed in this case.

Participating in the panel will be Douglas Mertz, the Juneau lawyer, who represented the student before the Supreme Court, (Arguing for the school district principal at the Supreme Court was former independent counsel Kenneth Starr.). Douglas Mertz a graduate of Yale University and Harvard Law School, is an attorney in private practice in Juneau, Alaska. His practice is primarily in the areas of environmental and administrative law, permitting, and government relations, including an active trial and appellate practice. He has tried numerous cases in the state and federal courts and has handled appeals before the Alaska Supreme Court, the U.S. Court of Appeals, and the United States Supreme Court.

One or more NASDTEC representatives will, also, participate in the panel.

State Sharing

Again, WSCC will begin with a State Sharing session in which representatives from each of the states in attendance will be given three minutes to report on the major activities in his/her state.

PALM SPRINGS

The 2008 conference will be held in Palm Springs. Its program has been developed and the host city selected with the assistance of those who have attended previous conferences and in particular with the continuing help from the NASDTEC Western States' representatives. Thank you all.

Informal dress is suggested both for the conference and for enjoying the Palm Springs experience. The area offers many relaxing opportunities for those who are able to come to the conference early or stay late, including:

The Living Desert, <http://www.livingdesert.org>, has more than 400 desert animals, including giraffes, camels, ostriches, mountain lions, and bobcats.

The Palm Springs Aerial Tramway, www.pstramway.com, takes visitors from 2,643 feet elevation to 8,516 feet. As one travels to the top of the mountain, the tram slowly revolves so that the view changes constantly. Note: it is nearly 40 degrees cooler at the top than in the desert below.

Joshua Tree National Park, www.nps.gov/jotr. Two distinctly different deserts come together here, the Colorado Desert in the eastern half of the park (Watch out for that jumping cholla cactus. The bristles literally "jump" into your skin, pricking you like a needle) and the Mojave Desert, home to the weird-looking Joshua trees, which are like condos for many desert animals. This is a great place to hike, horseback ride or mountain bike.

Village Fest Street Fair is held year-round every Thursday evening in the village of Palm Springs. A one-mile strip on Palm Canyon Drive is sealed off to traffic and becomes a walker's paradise of fresh fruit and vegetable stands from area growers, local restaurant samplings, beautiful flowers, live music and the best of Palm Spring's artists and craftsmen. Visitors come here for the fantastic deals that are reminiscent of a 1950's flea market. It is a wonderful opportunity to soak in the sights and sounds of Palm Springs in an inviting community atmosphere.

The 2008 WSCC will be held on Wednesday, Thursday, and Friday, so that those who wish may attend the Palm Springs Village Fest Street Fair on Thursday evening. The Village Fest Street Fair is a short walk from our hotel, as is a Casino.

Other attractions include the Palm Springs Desert Museum; the Moorten Botanical Garden; the Palm Springs Air Museum; and numerous golf courses, spas, and casinos. And last but not least, the Palm Springs International Film Festival will take place while we are there.

WIN A FREE REGISTRATION **(Equivalent to \$299)**

Remembering 1982

The FIRST person to return the correct answers to the following questions will receive a FREE registration, equivalent to \$299, for the 2008 WSCC in Palm Springs. This is an open book test. Use the Internet or any other resource that will help you.

(Fill in the blanks and e-mail the answers to TedA32@aol.com)

1. President Reagan in his 1982 January State of the Union speech revealed his intention to dismantle the
_____.
2. The first Secretary of Education under President Reagan was
_____.
- 3.. Many people believe the major accomplishment of the above Secretary of Education was sponsoring the publication in 1983 of
_____.
4. A permanent artificial heart was implanted in a human for the first time in 1982, in Dr. Barney B. Clark, 61, at (name either the hospital or city where the operation was performed)
_____.
5. Two books were published in 1982 that became well-known movies:
_____.by Thomas Keneally, and
_____.by Alice Walker.

6. The British overcame (what country? _____) in winning the Falklands War (April 2-June 15, 1982)

7. In 1982, what player scored the winning basket as North Carolina defeated Georgetown for the NCAA Basketball Championship.

_____.

8. What well-known educator (hint President of the Carnegie Foundation for the Advancement of Teaching) became a faculty member at Stanford University in 1982?

_____.

9. What newspaper, now with the largest national circulation, was established in 1982?

_____.

10. In 1982, who were the Directors of Professional Education and Certification or their equivalent Professional Standards Board administrators in the following states:

Oregon _____.

California _____.

WSCC REGISTRATION FORM

REGISTRATION FEE: WSCC registration will be \$299 for early registration and \$319 after December 9, 2007.

Name _____

Title _____

Organization/Agency _____

Address _____

City, State, ZIP _____

Phone _____

FAX _____

E-Mail _____

Name to appear on badge _____

Payment method: Check enclosed: (Make checks payable to T. E. Andrews and Associates)

Purchase Order (For Purchase Orders:
Federal ID#: 051-28-5053)

Mail this form and your payment to:

T. E. Andrews and Associates
4910 24th Ave. SE
Lacey, WA 98503

NASDTEC

11th Professional Practices Institute

October 17-19, 2007

Doubletree Castle Hotel, Orlando, Florida

Navigating the Changing Landscape of Professional Practices

Wednesday, October 17		
7:30 AM – 3:30 PM	Conference Registration	
7:30 AM – 8:30 AM	NEW ATTENDEE BREAKFAST and GENERAL BREAKFAST	
8:30 AM – 9:00 AM	GENERAL SESSION #1 <i>Welcome</i> NASDTEC President <i>Opening Remarks</i>	Peter Donovan Certification Standards & Practices Advisory Council, Montana Jeanine Blomburg , Commissioner Florida Department of Education
9:00 AM – 10:00 AM	GENERAL SESSION #2 <i>Emerging Trends in Educator Misbehavior</i>	Robert. J. Shoop Professor and Senior Scholar Leadership Studies Kansas State University
10:00 AM – 10:15 AM	BREAK	
10:15 AM – 11:45 AM	GENERAL SESSION #3 <i>You Be the Judge: Evaluation and Investigation Simulation</i>	Robert. J. Shoop Professor and Senior Scholar Leadership Studies Kansas State University
11:45 AM – 1:00 PM	LUNCH	
1:00 PM – 2:30 PM	GENERAL SESSION #4 <i>Women Who Offend: Sorting the Truth from the Myths</i>	Ted Shaw The ITM Group Gainesville, Florida
2:30 PM – 2:45 PM	BREAK	
2:45 PM – 4:00 PM	Concurrent Sessions #1 1-A <i>Educator Professional Practices, Survey of States</i> 1-B <i>Boundary Violations; Understanding the Professional Relationship</i>	Pamela Stewart Deputy Chancellor, K-12 Educator Quality and, Ed Croft Director of Accountability, Research and Measurement Florida Department of Education Shirley Nakata Director, Professional Conduct British Columbia College of Teachers
4:00 PM – 5:15 PM	Concurrent Sessions #2 2-A <i>Assessing Witness Credibility</i> 2-B <i>Ethical Leadership</i>	TBA Gary Walker Educator Ethics Division Georgia Professional Standards Comm.
Thursday, October 18		

7:30 AM – 3:30 PM	Conference Registration	
8:00 AM – 9:00 AM	BREAKFAST	
9:00 AM – 10:30 AM	GENERAL SESSION #5 <i>New Frontiers in Technology</i>	Kurt Opsahl Senior Staff Attorney Electronic Frontier Foundation
10:30 AM – 10:45 AM	BREAK	
10:45 AM -12:00	Concurrent Sessions #3 3-A <i>Florida's Recovery Network Program: A Model for Educator Rehabilitation and Treatment</i> 3-B <i>Utopia: A Model Program</i>	Marian Lambeth Chief, Professional Practices Services Florida Department of Education Thomas H. Kramer Recovery Network Program Director Florida Department of Education Adrian Allison Director, Professional Conduct and Licensure, Ohio Department of Education
12:00 – 1:30	LUNCH	
1:30 PM – 2:45 PM	GENERAL SESSION #6 <i>Florida's Statewide Online Ethics Course for K-12 Teachers</i>	Keith Goree Applied Ethics Institute, Director JoAnne Hopkins Professor, Applied Ethics Adeniji Odutola BA Programs & University Partnerships St. Petersburg College
2:45 PM – 3:00 PM	BREAK	
3:00 PM – 4:00 PM	Concurrent Session # 4 4-A <i>What Should You Do When Someone Cheats On the Licensure Exam</i> 4-B <i>Cultural Sensitivity</i>	Bart Zabin Investigative Unit New York State Dept. of Education Victoria Chamberlin Executive Director, Teacher Standards and Practices Commission, Oregon TBA
4:00 PM – 5:00 PM	GENERAL SESSION #7 <i>Roundtable Forum</i>	Victoria Chamberlain, Moderator Professional Practices Committee
Friday, October 19		
8:00 AM – 9:00 AM	BREAKFAST	
9:00 AM – 10:15 AM	GENERAL SESSION #8 <i>What Does It Have To Do With Society What I Do In My Spare Time?</i>	Christopher Sach-Anderson Manager of Investigations Nadine Carpenter Dispute Resolution Coordinator Ontario College of Teachers
10:15 AM – 10:30 AM	BREAK	
10:30 AM – 12:00 NOON	GENERAL SESSION #9 <i>Institute Debriefing: Review and Future Planning</i>	Professional Practices Committee
12:00 NOON	INSTITUTE ADJOURNMENT	